



# LOYOLA UNIVERSITY MARYLAND

— 1852 —

*Office of Academic Affairs*

October 16, 2023

Sanjay Rai, Ph.D.  
Acting Secretary of Higher Education  
Maryland Higher Education Commission  
6 N. Liberty Street, 10th Floor  
Baltimore, MD 21201  
*Sent via EMAIL*

RE: Loyola University Maryland's Response to Notre Dame of Maryland University's Objection –  
Bachelor of Science in Nursing

Dear Dr. Rai:

Thank you for the opportunity to respond to the objection letter submitted by Notre Dame of Maryland University (NDMU) regarding Loyola University Maryland's proposed Bachelor of Science in Nursing (BSN) program. Loyola received notification of NDMU's objection on September 27, 2023.

On July 18, 2023, the Maryland Higher Education Commission (MHEC) issued a memorandum that encouraged institutions to elect a voluntary pause of the program review process when an objection is received; however, Loyola feels compelled to move forward with this academic program review because the University is working with a Catholic community hospital, Mercy Medical Center, to help address a critical workforce shortage that has significant consequences to the public good. Given that we do not know when the pause will end, we feel obligated to move forward with urgency.

In accordance with MHEC's instructions, we have reviewed the objection and, in response, offer this Executive Summary and Addendum to address the specific points of NDMU's objection letter.

## **Introduction**

The widely documented nursing shortage is critically important to the State of Maryland, its public officials, its hospitals, and its residents. This shortage requires action on multiple fronts, including

the development of pipelines of new nurses.<sup>1,2,3,4</sup> Loyola University Maryland and Mercy Medical Center have collaborated to develop an academic program and an innovative academic/clinical partnership to create a new pipeline of baccalaureate-educated registered nurses, prepared in the Catholic intellectual tradition. The only institution to object to Loyola's proposal, NDMU, has asked the Acting Secretary to decline to recommend this program on the grounds that it is allegedly inconsistent with Loyola's mission and unreasonably duplicative of NDMU's own BSN program. *See* COMAR 13B.02.03.27 B(3)(a), (c). Loyola strongly disagrees. Loyola designed its program, in partnership with Mercy, to address a critical workforce need without causing harm to any other institution's nursing program. In service of the State's interest in developing pipelines of nurses to meet the healthcare demands of Maryland residents, Loyola's BSN program proposal should be recommended for implementation.

### **Consistency with Mission**

Loyola's mission as a Jesuit, Catholic institution is to inspire students to learn, lead, and serve in a diverse and changing world. The philosophical approach and curriculum of the proposed BSN program align with Loyola's mission, as demonstrated by the program's course descriptions, which were included in the proposal and are highlighted in this letter's Addendum. At Loyola, mission alignment takes prominence in deliberations about program proposals in our shared governance system, and this proposal was approved unanimously by Loyola's shared governance bodies. The values shared between Mercy and Loyola forged this partnership and informed the development of the proposed BSN.

The proposed program builds from the strength of Loyola's Pre-Health Programs,<sup>5</sup> Loyola's existing ten-year partnership with Mercy through our Health Outreach Baltimore program, the interdisciplinary and experiential focus of Loyola's concluded *Ignatian Compass* strategic plan, and the premier initiative of growing health and STEM programs in Loyola's upcoming strategic plan, which has been in development for the past 15 months. The University is committed to the success of the program, including through investments of University funds in new physical facilities, instructional equipment, and the appropriate and gradual hiring of faculty and staff for the proposed program. These investments were reviewed and approved by Loyola's Board of Trustees.

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<sup>1</sup> (2022, August). 2022 State of Maryland's Health Care Workforce Report [PowerPoint Slides]. Maryland Hospital Association Task Force on Maryland's Future Health Workforce.

<sup>2</sup> (2023). 2023 Moore-Miller Transition Report: Recommendations to Transform Maryland (p. 67-73). The Moore-Miller Transition Team.

<sup>3</sup> Tooten, T. (2023, September 29). Gov. Wes Moore tours nursing education program, targeting shortage. WBAL-TV11.

<sup>4</sup> <https://www.wypr.org/people/scott-maucione>. (2023, April 26). Maryland Catholic colleges team up to address nursing shortage. WYPR. Retrieved September 29, 2023, from <https://www.wypr.org/wypr-news/2023-04-26/maryland-catholic-colleges-team-up-to-address-nursing-shortage>

<sup>5</sup> Loyola's Pre-Health Programs support more than 600 students interested in medicine, dentistry, nursing, physician assistance, and other careers in the health professions by providing advising and service and field experiences in many of Baltimore's most underserved neighborhoods and prestigious hospitals.

We firmly disagree with NDMU's assertion that the program is inconsistent with Loyola University Maryland's Jesuit, Catholic mission.

## **Educationally Justified and Reasonable Program Duplication**

### ***Nursing Workforce Shortage***

Loyola applauds the work that state leaders, such as Governor Wes Moore and MHEC, have undertaken to address the critical shortage in the nursing workforce in Maryland.<sup>6</sup> Maryland's Department of Labor projects more than 17% growth in registered nurse employment needs from 2020 to 2030. The Maryland Hospital Association projects that Maryland will need an additional 13,800 RNs by 2035, part of a larger "Maryland Health Care Workforce Crisis."<sup>7</sup> Mercy Medical Center has struggled with this problem, with nursing vacancies ranging from 14.9% to 19.4% in recent years. Mercy's senior vice president of operations has shared, "Coupled with the aging workforce, current projections suggest that this shortage will only increase. It is imperative that we find new avenues for individuals to pursue a nursing degree thereby increasing the supply of the nursing workforce." As the Addendum establishes, the nursing workforce shortage remains critical, according to national and state reports, and according to the firsthand experience of local health care leaders.

In contrast, NDMU's objection contends that the nursing workforce shortage will subside, and to make the case, NDMU presents seemingly conflicting data without sharing important context. To offer one example, NDMU cites the National Center for Health Workforce Analysis to conclude that "the national supply of registered nurses is projected to steadily increase and meet projected demand." *See* Objection at 3. Yet NDMU neglects to point out the study's repeated disclaimers that its projections should be cited with caution since they do not account for the significant effects of the COVID-19 pandemic on the healthcare-seeking populace and the workforce providing care. NDMU also highlights national data, while ignoring that national projections of workforce need mask the state-level circumstances in Maryland, which ranks in the bottom 10 of all 50 states and the District of Columbia in terms of nurses by population. Pages 10–14 of the Addendum respond in greater detail to each of the points raised by NDMU regarding the State's critical nursing shortage.

### ***Claims of Demonstrable Harm***

#### **Geographic Proximity**

Loyola does not deny its geographic proximity to NDMU or to several other institutions in the Baltimore region. Geographic proximity does not equate to direct competition, though. Loyola and

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<sup>6</sup> E.g., [https://mhec.maryland.gov/Pages/Governor-Moore-Announces-\\$5.8-Million-in-Grants-for-Maryland-Nursing-Programs.aspx](https://mhec.maryland.gov/Pages/Governor-Moore-Announces-$5.8-Million-in-Grants-for-Maryland-Nursing-Programs.aspx), Visited October 9, 20223.

<sup>7</sup> (2022, August). 2022 State of Maryland's Health Care Workforce Report [PowerPoint Slides]. Maryland Hospital Association Task Force on Maryland's Future Health Workforce.

NDMU are both Catholic, private, nonprofit, four-year institutions in the City of Baltimore. However, the Addendum provides multiple data points to demonstrate that the two universities do not share a common student market. Beyond that, over the last three years, none of the students admitted to Loyola who went elsewhere to pursue a nursing major enrolled at NDMU.<sup>8</sup> In fact, National Student Clearinghouse data show that all of the admitted Loyola students who chose a religiously affiliated school for a nursing major enrolled at schools outside of Maryland. *See* Addendum at 16–18.

### Market Demand

Loyola already attracts prospective nursing students even though it does not have a pre-licensure BSN program to advertise or offer. The Addendum highlights the number of matriculating and non-matriculating students who have expressed interest in a nursing major at Loyola; the totals exceed the number of students Loyola plans to enroll in the proposed BSN. (Again, none of these students enrolled at NDMU.) Loyola's Pre-Health Programs demonstrate existing demand as well: 9.2% (56) of Loyola's Pre-Health one-on-one student advising meetings in the 2022–23 school year were with students interested in a career in nursing. The outcomes for Loyola's Pre-Health students establish a track record of success, as they go on to top-tier accelerated Master of Science in Nursing programs, such as Johns Hopkins University's. Many of these students go on to work at Johns Hopkins Hospital, demonstrating that Loyola successfully attracts out-of-state students to the area to become part of Maryland's nursing workforce. *See* Addendum at 16–19.

### Clinical Site Shortage and Faculty Shortage

NDMU also argues that Loyola will impede NDMU's ability to secure clinical sites and faculty for its nursing program. This argument ignores that Loyola has entered this partnership with Mercy Medical Center making an explicit commitment of clinical placements that matches Loyola's cap of BSN enrollments *without detriment to existing agreements with other schools*.

During the development of the proposed BSN program, Loyola and Mercy discussed the innate challenges to creating and sustaining a nursing program, including securing clinical sites and nursing faculty. Both institutions entered the discussion with the objective of surmounting these challenges while doing no harm to other institutions. This is why Mercy's commitment to provide clinical placements for Loyola students comes with a stated pledge to fulfill existing commitments with other schools. Loyola will be hiring new nursing faculty to build its program but will do so over five years of implementation at a rate of one new full-time nursing faculty member per year. Part-time affiliate instructors will be recruited first from Mercy, where there is capacity and interest in building this partnership with Loyola.

NDMU provides no concrete evidence to support its claims of demonstrable harm. In fact, NDMU made arguments in defense of its own program proposals in 2017, 2018, and 2020 that difficulties

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<sup>8</sup> Source: National Student Clearinghouse.

in securing clinical site placements and hiring faculty were insufficient reasons to impede its plans. NDMU makes the unsubstantiated claim that “it is reasonable to expect [Loyola’s] program will draw students and faculty away from NDMU’s nursing program.” There is no such evidence, and, with high respect for the long history of NDMU’s nursing program, Loyola has no intention of causing harm to NDMU’s program. *See* Addendum at 20.

### **No Other Institutions Objected**

NDMU cited eight other institutions with entry-to-practice nursing programs in geographic proximity to Loyola: Coppin State University, Johns Hopkins University, Morgan State University, Stevenson University, Towson University, University of Maryland Baltimore, Baltimore City Community College, and the Community College of Baltimore County. None of these institutions objected to Loyola’s proposed BSN program. NDMU states that, overall, 14 public and private four-year institutions in the State offer entry-to-practice nursing programs. None of these institutions other than NDMU objected to Loyola’s proposal.

### **Opportunities for Collaboration**

We thank NDMU for its commitment to educating BSN-prepared registered nurses and graduate-level health professionals. We strongly agree that Loyola and NDMU’s shared Catholic background and commitment to the City of Baltimore rise from common values. However, Loyola’s liberal arts tradition comes with the expectation that BSN students benefit from the fullness of Loyola’s core curriculum and its rigorous science education.

NDMU has proposed collaboration that would entail 2+2 or 3+1 BSN models. We thank NDMU for this offer, but respectfully disagree with NDMU’s view that Loyola’s mission-driven educational model for a BSN program is a good match for a 2+2 or 3+1 type of collaboration. Rather, the proposed Loyola model, which integrates nursing and liberal arts courses throughout the student’s four undergraduate years, and calls for full participation by BSN students with STEM students in Loyola’s undergraduate natural sciences courses, is a perfect match with Loyola’s existing mission and strategic plan. *See* Addendum at 21.

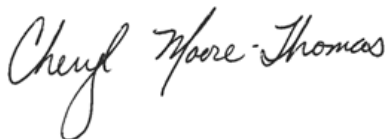
Loyola is committed to innovative collaborative partnerships. In fact, we have proposed a different type of collaboration with NDMU that may be mutually beneficial by building pipelines to NDMU’s graduate nursing programs for the development of nursing leaders and faculty. Loyola’s admitted student pool data indicate NDMU’s proposed 2+2 or 3+1 BSN collaboration will not be of interest to our students because it will not provide them with an option that is different than their existing ability to apply directly to NDMU for its BSN or to transfer out of Loyola and into the NDMU BSN program. To reiterate, in the last three years, none of the 285 students admitted to Loyola who chose to matriculate elsewhere for a nursing degree enrolled at NDMU, and all such students who chose to pursue

a nursing degree at a religiously-affiliated school chose a school that is outside the State of Maryland. *See* Addendum at 17, Table 4. A 2+2 or 3+1 BSN collaboration with NDMU would *not* materially increase the number of nurses in Maryland. While NDMU believes Maryland has “a shrinking pie” of nursing students, Loyola believes our proposed BSN program can expand the number of nursing students in Maryland, a belief that is supported by data. The reason Loyola and Mercy have partnered with each other for the proposed BSN is specifically to increase the number of nurses in our State, a stated and universally understood public need.

## **Conclusion**

Loyola University Maryland, backed by its Board of Trustees and in partnership with Mercy Medical Center, is wholly committed to investing in the proposed rigorous BSN program, in the Catholic intellectual tradition, that is deeply rooted in the liberal arts and the preparation of citizen nurses. Loyola has chosen to move forward with the review process because we feel compelled to meet this critical workforce need, in light of the State’s severe nursing shortage. The University disagrees with all of the objections made by NDMU and seeks the Acting Secretary’s recommendation for implementation of the program.

Sincerely,

A handwritten signature in cursive script that reads "Cheryl Moore-Thomas".

Cheryl Moore-Thomas, Ph.D., NCC  
Provost and Vice President for Academic Affairs

cc: Mr. Terry Sawyer, President, Loyola University Maryland  
Mr. Matthew Power, President, Maryland Independent College and University Association

Enclosure

# Loyola University Maryland

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## **Addendum: Response to Notre Dame of Maryland University's Objection to Loyola University Maryland's Proposed Bachelor of Science in Nursing**

On August 15, 2023, Loyola University Maryland proposed to the Acting Secretary of Higher Education the creation of a new pre-licensure bachelor of science in nursing (BSN) degree program. Loyola submitted the proposal consistent with the guidelines found in the Annotated Code of Maryland Regulations (COMAR) 13B.02.03. On September 27, 2023, Loyola received notification of an objection to the program by Notre Dame of Maryland University (NDMU) on the basis of COMAR 13B.02.03.27 B(3)(a) ("Inconsistency of the proposed program with the institution's approved mission") and B(3)(c) ("Unreasonable program duplication which would cause demonstrable harm to another institution").

This Addendum to Provost and Vice President for Academic Affairs Moore-Thomas's Executive Summary letter provides evidence and data in response to NDMU's objections. In Loyola's review of the objection letter, there appears to be a pattern of intentionally misleading presentations of data to support NDMU's claims. This requires a detailed approach to clarify mischaracterizations and supply missing context, which we aim to do below.

Loyola University Maryland, backed by its Board of Trustees and in partnership with Mercy Medical Center, is wholly committed to investing in the proposed rigorous BSN program, in the Catholic intellectual tradition, that is deeply rooted in the liberal arts and the preparation of citizen nurses. Loyola has chosen to move forward with the review process because we feel compelled to meet this critical workforce need, in light of the State's severe nursing shortage, through our shared commitment with Mercy Medical Center to creating a new pipeline of baccalaureate-educated nurses. The University disagrees with all of the objections made by NDMU and seeks the Acting Secretary's recommendation for implementation of the program.

### **Response to NDMU's claim of inconsistency with mission**

NDMU cites three reasons for its claim that the proposed BSN program is inconsistent with Loyola University Maryland's mission: 1) NDMU characterizes the BSN as a deviation from Loyola's current academic program offerings, specifically citing a lack of bachelor's degree programs that lead to professional licensure in healthcare programs, 2) NDMU sees no alignment to Loyola's *Ignatian Compass* strategic plan, and 3) NDMU objects that Loyola does not currently have the facilities to operate the BSN program.

#### **1) Current academic program offerings**

Loyola and Mercy partnered to create this program proposal from an area of strength of the University.

- Loyola has a dedicated office of Pre-Health Programs that serves students interested in a wide variety of health professions. The number of Loyola students interested in pre-health

pathways has nearly doubled over the course of the past 10 years. Loyola's Pre-Health community consisted of 320 students in May 2015 and had increased to 624 students by May 2023.

- Loyola's commitment to the BSN program is rooted in its lasting and mission-focused commitment to Pre-Health Programs. Loyola offers expert Pre-Health advising, services, and programming for students interested in careers in medicine, dentistry, nursing, physician assistance, and many other health professions. Loyola's Pre-Health students are an active force in many of Baltimore's most underserved neighborhoods and prestigious hospitals. Service and field experiences give students the confidence to engage with people from diverse backgrounds. Students in Pre-Health Programs learn that success in health care requires complex skills, cultural sensitivity, teamwork, and commitment to life-long learning.
- Furthermore, 232 of Loyola's admitted Class of 2027 students listed Pre-Health as their pre-professional area of interest at the time of their application for admission. These numbers show that students have a strong and continuing interest in the type of learning environment that Loyola offers for Pre-Health students. Loyola has built a health professions advising culture that consistently prepares students to succeed with their health professions graduate school applications, at times at success rates twice as high as the national average.
- Loyola has also established a vibrant environment of weekly health professions events, nine Pre-Health clubs with leadership opportunities for students, and programs. One of these programs is Health Outreach Baltimore, which was established as a collaborative partnership between Loyola and Mercy in 2014, aimed at serving Baltimore families in need of community resources. Since 2014, Health Outreach Baltimore has served over 2,000 Baltimore families.
- The addition of a BSN program would build on what is an established strength and expand it to educate future professionals who will meet their patients where they are, accompany patients and their families on their healthcare journeys, and provide the world-class care that every patient of every background deserves.

Similar to Loyola's proposal, McDaniel College built on the strength of its pre-professional allied health programming when it successfully sought MHEC recommendation of its bachelor of science in nursing degree program (without objection) earlier this year. NDMU did not object to McDaniel's proposal based on mission or program portfolio.

- The McDaniel College mission states, "McDaniel College is a diverse, student-centered community committed to excellence in the liberal arts and sciences and professional studies. With careful mentoring and attention to the individual, McDaniel changes lives. We challenge students to develop their unique potentials with reason, imagination, and human concern. Through flexible academic programs, collaborative and experiential learning, and global engagement, McDaniel prepares students for successful lives of leadership, service, and social responsibility."<sup>1</sup>

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<sup>1</sup> (n.d.). *About Us: Mission, History, and Leadership*. McDaniel College. Retrieved October 1, 2023, from <https://www.mcdaniel.edu/about-us/mission-and-history>



- The Loyola University Maryland mission states, “Loyola University Maryland is a Jesuit, Catholic University committed to the educational and spiritual traditions of the Society of Jesus and the development of the whole person. Accordingly, the University inspires students to learn, lead, and serve in a diverse and changing world.”<sup>2</sup>
- The Notre Dame of Maryland University mission states, “Notre Dame of Maryland University educates leaders to transform the world. Embracing the vision of the founders, the School Sisters of Notre Dame, the University promotes the advancement of women and provides a liberal arts education in the Catholic tradition. Notre Dame challenges women and men to: strive for intellectual and professional excellence, build inclusive communities, engage in service to others, and promote social responsibility.”<sup>3</sup>
- Loyola contends that all three mission statements align to the preparation of skilled, socially responsible leaders with a commitment to justice in a variety of vocations and professions, including nursing.

The State of Maryland provides a guiding document for postsecondary education that promotes adaptation and innovation for the good of students, society, and the State’s economy. The current 2022 State Plan, and the former 2017-2021 State Plan, emphasize goals of student access, student success, and institutional innovation. Colleges and universities in Maryland are not intended to remain static institutions if we are to serve the needs of Maryland and higher education:

“Maryland has one of the nation’s most honored systems of higher education. Through the decades of advancement and reform that have brought Maryland to its current status as a national leader, one thing has remained constant: the efforts to create and support student access and student success through innovation. Maryland residents have the opportunity to benefit from education that enriches their lives and advances their contributions to civic life, economic development, and the social progress of our state.”<sup>4</sup>

As NDMU’s objection notes, citing MHEC’s Academic Program Inventory, “Maryland currently has fourteen community colleges and fourteen public and private four-year institutions that offer Associate of Science in Nursing, Bachelor of Science in Nursing, and/or entry-to-practice Master of Science in Nursing programs.” See Objection at 3. This demonstrates that a wide variety of institutional missions align with the preparation and training of nursing professionals.

- **None of these other colleges or universities objected to Loyola’s program.**
- Attachment A provides the full list of mission statements of the fourteen four-year institutions.

<sup>2</sup> (n.d.). *About Loyola*. Loyola University Maryland. Retrieved October 1, 2023, from <https://www.loyola.edu/about>

<sup>3</sup> (n.d.). *Mission & Social Responsibility*. Notre Dame of Maryland University. Retrieved October 1, 2023, from <https://www.ndm.edu/about-us/mission-social-responsibility>

<sup>4</sup> (2022). 2022 Maryland State Plan for Higher Education. (p. 5). Maryland Higher Education Commission. [https://dlslibrary.state.md.us/publications/Exec/MHEC/ED11-105\(b\)\(3\)\(i\)\\_2022.pdf](https://dlslibrary.state.md.us/publications/Exec/MHEC/ED11-105(b)(3)(i)_2022.pdf)

Loyola feels called to address this critical nursing workforce shortage precisely because of our institutional mission to inspire students to learn, lead, and serve in a diverse and changing world.

- We respectfully state that the mission of Loyola’s BSN program directly aligns with the University’s mission. Echoing the University’s mission, the Loyola BSN program’s mission reads: “Educate and inspire future nurses to learn, lead, and serve in a diverse and changing world, in the tradition of Jesuit, Catholic commitment to the whole person and excellence in learning, prepared to exercise clinical judgment and provide patient-centered care in all healthcare settings and across the span of human life, with particular emphasis on serving the medically underserved.” The BSN program’s adherence to the University’s mission and the University’s learning aims are discussed in depth in the Proposal’s pages 5–9.
- To summarize, the BSN program’s curricular alignment with Loyola’s mission statement includes, but is not limited to, the following:
  - *Jesuit, Catholic University* mission is seen in the course descriptions of nursing courses, *see* Proposal, Appendix 5 - Course Descriptions, and especially in the *Nursing Professional Development in Catholic Tradition* seminar (First-year Fall), *Population Health and the Catholic Tradition of Social Justice* course and clinical (Senior Fall), and *Transition in Professional Nursing with Health Equity Capstone* (Senior Spring).
  - *Ideals of liberal education* are seen in the fact that together with other students the BSN students complete Loyola’s entire liberal arts core curriculum. The ideals of liberal education are also seen in the fact that the BSN students complete *Foundations of Biology I and II* sequence as a preparation to their study of *Human Nutrition, Anatomy and Physiology, Microbiology, Pharmacology, and Pathophysiology*, each of which they take with Loyola students majoring in STEM. Finally, the BSN students also take their *General Chemistry* and *Statistics* courses together with students majoring in STEM. This is all in the tradition of liberal arts ideals, which prepare students for life-long learning and professional development.
  - *Development of the whole person* is seen in the ideals of liberal arts education and the curricular sequence of the nursing courses, which begin in the students’ first year with two seminars that emphasize the Jesuit, Catholic tradition of reflection. This reflective tradition and development of the whole person is embedded in the course descriptions of several courses in the span of students’ four years of didactic and clinical learning. We would like to offer two examples: The course description for *Nursing Care of Adults and Older Adults* includes this goal: “In keeping with the Jesuit care for the whole person, *cura personalis*, spiritual care resources in hospitals and during hospice are explored.” The course description for *Leadership and Management in Nursing* includes this goal: “Jesuit practices of discernment, constant challenge to improve, and life-long learning are presented as ways to lead and serve in a changing world.” Full course descriptions in Appendix 5 of the Proposal further demonstrate the BSN program’s deep adherence to the Jesuit educational ideal of the development of the whole person.
  - *Learn, lead, and serve in a diverse and changing world* is seen in the BSN program’s curricular design and program learning outcomes, which are amply discussed in Appendix 2 of the Proposal (Crosswalk of Curriculum and Outcomes) and Appendix 4

of the Proposal (Curriculum Map). One of the program's learning outcomes is to "Establish knowledge, skills, and habits to learn, lead, and serve as a registered nurse in a diverse and changing world." Students will achieve this mission-driven learning outcome through the successful completion of 19 required courses in the degree program.

## 2) Strategic plan

NDMU's objection refers to Loyola's former strategic plan, *The Ignatian Compass (2017-2022)*, a document that guided the University's strategic efforts over a five-year period. Loyola University Maryland has been engaged in strategic planning, involving the entire campus, for the past 15 months. A premier initiative of the new strategic plan is to "Grow Health and STEM," as evidenced by the strategic decision to invest in the renovation and addition to the Donnelly Science Building discussed in Loyola's proposal. This three-story expansion will serve nursing program laboratory and classroom needs as well as the growth and development of STEM disciplines at Loyola. The investment in nursing and STEM spaces supports Loyola's integrated liberal arts approach to the nursing program, in which students will be fully integrated in the Loyola Core Curriculum and liberal arts tradition.

- *The Ignatian Compass (2017-2022)* strategic plan concluded last year. Even so, we respectfully state that Loyola's proposed Bachelor of Science in Nursing major arises from the University's last strategic plan, which provides: "The University also will build on its commitment to internships, experiential learning, and the expansion and cultivation of opportunities for integrative and interdisciplinary learning for students throughout their four years," *The Ignatian Compass* at 10. In the spirit of this strategic plan, Loyola has created several new majors, minors, and new course offerings in which STEM sciences are paired with humanities, social sciences, or business. For instance, the Forensic Studies major pairs biology with sociology. In the same vein, the Biohealth major offers three concentrations that respectively pair biology with data analytics, business, and biotechnology. In similar fashion, the curriculum of Loyola's BSN major will integrate course work in the discipline of nursing with STEM sciences – biology, chemistry, and statistics, each course at major's level and taught by STEM professors – with the fullness of the liberal arts core. In direct alignment with Loyola's strategic plan, the BSN major's curriculum also expands the integrative, interdisciplinary, and experiential learning of each nursing student throughout the entire span of their four college years, starting from the students' first-year fall professional development seminar to senior spring *Transition into Professional Nursing Clinical with Health Equity Capstone* project.

## 3) Facilities

It is true that Loyola does not currently have the facilities infrastructure on campus to operate the entirety of the BSN program. It would have been presumptuous of Loyola to create the facilities necessary for the operation of the BSN program before seeking MHEC's recommendation. However, Loyola and Mercy have planned for the full implementation of the program over time.

As stated in the Proposal:

- Loyola has established a strong collaborative partnership with Mercy Medical Center, which will be the site of clinicals. Mercy's expert graduate-level nurses will be recruited to serve as affiliate faculty, and nursing staff will serve as preceptors.
- Regarding physical facilities, Loyola's existing laboratory and classroom spaces will be able to accommodate new nursing students during the first year new enrollments are accepted (fiscal year 2026).
- Subsequently, investments the University is making in renovating and expanding the Donnelly Science Building will accommodate additional nursing students and the expansion of Loyola's forensic science and other natural and applied science majors. With a \$17 million investment, the University will break ground on the expansion in 2024, and new laboratory, classroom, student lounge, instructional equipment storage, and faculty classroom spaces will open in fiscal year 2027. The proportion of this investment directly dedicated to the new BSN program will be \$1.45 million.

In July 2023, Governor Moore announced \$5.8M in funding for nursing education in an effort to combat the nursing shortage in Maryland.<sup>5</sup> NDMU was listed as one of the nine schools to share in the funds. In other words, the State is investing money in pre-existing nursing programs to increase the pipeline of nurses and address a clear workforce need. Loyola wants to invest its own resources in support of the same goal, but NDMU would have the State stymie those efforts.

In its objection, NDMU suggests that Loyola should forgo its program and collaborate instead with other institutions while it makes a claim that many institutions with existing nursing programs and commensurate facilities and infrastructure "currently have excess capacity in their programs." Objection at 2. However, NDMU provides no data to substantiate the claim of excess enrollment capacity, and the Maryland Enrollment Trends data cited in the Loyola Proposal show fairly consistent enrollment numbers across Maryland BSN programs, from 6,697 in 2017 to 6,905 in 2021.<sup>6</sup> Decreases in enrollments at some schools but gains at others are observed in 2022 in the updated MHEC *Trends in Enrollment by Program* report.<sup>7</sup> Beyond that, NDMU's suggestion will not add new nurses to the pipeline to address the State's nursing workforce shortage.

- The 2022 State of Maryland's Health Care Workforce Report by the Maryland Hospital Association's Task Force on Maryland's Future Health Workforce declared a workforce crisis and stated, "Maryland hospitals face the most critical staffing shortage in recent

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<sup>5</sup> (2023, July). Governor Moore Announces \$5.8 Million in Grant Awards for Maryland Nursing Programs Maryland Higher Education Commission. Retrieved October 9, 2023, from [https://mhec.maryland.gov/Pages/Governor-Moore-Announces-\\$5.8-Million-in-Grants-for-Maryland-Nursing-Programs.aspx](https://mhec.maryland.gov/Pages/Governor-Moore-Announces-$5.8-Million-in-Grants-for-Maryland-Nursing-Programs.aspx)

<sup>6</sup> Source: Maryland Higher Education Commission

<sup>7</sup> (2023, May). Trends in Enrollment by Program, 2013-2022. Office of Research and Policy Analysis; Maryland Higher Education Commission. <https://mhec.maryland.gov/publications/Documents/Research/AnnualReports/Trends%20in%20Enrollment%20by%20Program%202013-2022.pdf>

history.”<sup>8</sup> Focusing first on nurses and nurse extenders, the task force identified three key challenges: high staff turnover, shifting care delivery models, and an insufficient nursing pipeline. In response, it formed four high level recommendations: expand Maryland’s workforce pipeline, remove barriers to health care education, retain the health care workforce, and leverage talent with new care models. The Loyola and Mercy partnership that led to Loyola’s proposed BSN program aligns with specific goals of the Task Force report:

- partnering with community-based agencies and educational institutions for local workforce development,
- collaborating with universities and/or community colleges to create school-to-work and school-at-work programs,
- partnering with local colleges and universities to grow and diversify entrants into health care professions,
- collaborating with academia to evolve curriculum to strengthen nurse graduate readiness,
- developing curriculum to enable new care models, and
- investing significantly in the wraparound supports to help retain new nursing students and combat the average 20% attrition of nursing students.<sup>9</sup>

Loyola’s mission as a Jesuit, Catholic institution is to inspire students to learn, lead, and serve in a diverse and changing world. The proposed BSN program aligns with Loyola’s mission through its program mission, philosophical approach, and curriculum. The mission statement of the program draws directly from Loyola’s mission statement, and the course descriptions included in the proposal evidence the intentionality and resonance of the proposed program with Loyola’s mission. At Loyola, mission alignment takes prominence in deliberations about program proposals in our shared governance system, and this proposal was approved unanimously by Loyola’s shared governance bodies. The values shared between Mercy and Loyola forged this partnership and informed the development of the proposed program.

## **Response to NDMU’s claim of unreasonable duplication that would cause demonstrable harm**

COMAR 13B.02.03.09 provides that *unreasonable* duplication does not typically exist among core undergraduate liberal arts and sciences programs. Loyola suggests that nursing could be considered such a program, given that baccalaureate nursing programs can be found at 14 institutions in the State. Nonetheless, because MHEC’s regulations identify “occupational . . . programs which meet special manpower needs” as presenting “a more specific concern” for unreasonable duplication, Loyola has taken this concern quite seriously in its program development processes through shared governance. What was clear to Loyola in its development of the BSN proposal, in consultation and collaboration with Mercy Medical Center, was that the nursing shortage and broader health care workforce crisis remains a critical

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<sup>8</sup> (2022, August). *2022 State of Maryland’s Health Care Workforce Report* [PowerPoint Slides]. Maryland Hospital Association Task Force on Maryland’s Future Health Workforce.

<sup>9</sup> *ibid.*

issue in the State of Maryland, underscoring that any duplication caused by Loyola's proposal is eminently reasonable.

In developing the BSN program, Loyola and Mercy heeded the call for new nurses that has sounded repeatedly across our State:

- In June 2022, the Maryland Hospital Association's GlobalData report, cited by McDaniel College in its proposal and by Loyola in our own Proposal, showed, "The RN shortage is projected to grow to 13,800 FTEs by 2035, leaving supply sufficient to meet about 80% of demand."<sup>10</sup>
- The August 2022 Task Force on Maryland's Future Health Workforce echoed that figure and stated that "62% of surveyed Maryland Board of Nursing licensees and certificate holders thought about leaving nursing recently" under the heading "Maryland Health Care Workforce Crisis By the Numbers."<sup>11</sup>
- The Governor and Lieutenant Governor's Transition Report, released in March 2023, focused on the health workforce as one of the priorities for the administration, recommending long-term action to build a robust health care pipeline and "Create incentives to grow the health care workforce, such as loan forgiveness, increased educational opportunities, and subsidized transportation and child care."<sup>12</sup>
- In the summer of 2023, the Governor's administration granted nearly \$6 million in funds to nine postsecondary schools in support of nursing education. On September 29, 2023, while touring one of the grantee schools, the Governor referred to the State's "significant nursing shortage."<sup>13</sup>
- The Acting Secretary of Higher Education stated during the August 9, 2023 MHEC meeting that future Maryland State Goals for Higher Education should address the serious shortages in service areas such as teaching, nursing, information technology, cybersecurity and the equity gaps within those areas for success, particularly through the lens of how such credentials can lead to family-sustaining wages and drive economic development in the State.<sup>14</sup>

**Therefore, it is Loyola's position that the voluminous evidence of the societal, healthcare, and economic need in Maryland to address the nursing and health care workforce shortages provides an educational justification for program duplication regarding Loyola's proposed BSN program because it will play a role in meeting market demand for graduates of the program in the State and the nation.**

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<sup>10</sup> (2022). Maryland Nurse Workforce Projections: 2021-2035. Maryland Hospital Association (p. 1). GlobalData. <https://www.mhaonline.org/docs/default-source/default-document-library/maryland-nurse-workforce-projections-globaldata.pdf>

<sup>11</sup> (2022, August). *2022 State of Maryland's Health Care Workforce Report* [PowerPoint Slides]. Maryland Hospital Association Task Force on Maryland's Future Health Workforce.

<sup>12</sup> (2023). 2023 Moore-Miller Transition Report: Recommendations to Transform Maryland (p. 73). The Moore-Miller Transition Team.

<sup>13</sup> Tooten, T. (2023, September 29). Gov. Wes Moore tours nursing education program, targeting shortage. WBAL-TV11.

<sup>14</sup> MHEC. Google Meet Commission Meeting 2023 08 09 10 00 GMT 4. [https://youtu.be/5ZyW2RhAdTc?si=ji0LmV7h\\_N7s19Tc](https://youtu.be/5ZyW2RhAdTc?si=ji0LmV7h_N7s19Tc), visited on October 1, 2023.

## Geographic proximity

Loyola recognizes its geographic proximity to NDMU. We are neighbors who share the Loyola-Notre Dame Library. NDMU lists eight other colleges and universities with entry-to-practice nursing programs in geographic proximity to Loyola, including programs of different degree levels (i.e., associate's and master's degrees): Coppin State University, Johns Hopkins University, Morgan State University, Stevenson University, Towson University, University of Maryland Baltimore, Baltimore City Community College, and the Community College of Baltimore County. Each of these institutions is located in the same Baltimore City/County region as Loyola and would theoretically compete for the same students. **Yet none of these institutions objected to Loyola's BSN proposal. In fact, no other institution in the State, whether geographically proximate or not, objected to Loyola's proposed BSN program.**

Geographic proximity does not equate to direct competition:

- From National Student Clearinghouse data for fall 2022, of 7,820 admitted Loyola students, only 5% (or 387 students) attended any of the eight institutions listed for any academic program. The majority of those 387 students enrolled at Towson University, which is also geographically proximate to Loyola, but Towson University did not object to Loyola's BSN proposal.
- Loyola and NDMU have very little overlap in admitted pools of students who yield enrollments. From National Student Clearinghouse data for fall 2022, of 7,820 admitted Loyola students, only 6 students enrolled at NDMU, representing less than 0.1% of Loyola's admitted students. In the last three years, none of the Loyola admitted students who went on to declare nursing majors at other schools enrolled at NDMU (*see* Table 4 on page 17 for more details). Similarly, of 1,176 students admitted to NDMU in fall 2022, only 29 enrolled at Loyola, representing only 2.5% of NDMU's admitted students.

**Table 1. Dissimilar Undergraduate Student Pools**

Admitting Institution	Fall 2022 - Admitted First-time Full-time Undergraduate Students	Yielded to NDMU		Yielded to Loyola		Did not Yield to LUM or NDMU	
		%	#	%	#	%	#
NDMU	1,176	5.0%	59	2.5%	29	92.5%	1,088
Loyola	7,820	0.1%	6	16.3%	1,271	83.7%	6,543

Sources: NDMU Objection Letter, National Center for Education Statistics College Navigator<sup>15</sup>

- Given the data regarding competition, Loyola does not agree with NDMU's assertion that one could reasonably expect a Loyola BSN program will draw students away from NDMU's nursing program.
- Further, NDMU makes the unsubstantiated claim that it is reasonable to expect a Loyola BSN will draw faculty away from NDMU's nursing program as a result of geographic proximity. No data are provided to support this claim, and it is not Loyola's habit to "poach" faculty from neighboring institutions. Loyola conducts national searches for full-time faculty and is developing access to part-time nursing instructors through its relationship with Mercy, the Loyola Student

<sup>15</sup> *College Navigator - Notre Dame of Maryland University*. (n.d.). Nces.ed.gov. Retrieved October 2, 2023, from <https://nces.ed.gov/collegenavigator/?=notre+dame+of+maryland+university&s=all&id=163578#enrolmt>

Health Services Center, and Loyola alumni who have entered accelerated MSN programs and progressed in their careers. Faculty hiring is addressed in greater detail below.

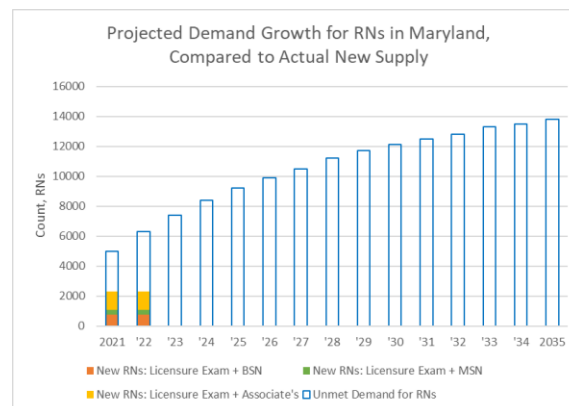
## Market demand

### ***Maryland's Nursing Workforce Shortage***

NDMU understands that there is a nursing shortage and is working to address it. Indeed, NDMU President Mary Lou Yam expressed concern about the nursing shortage when public radio station WYPR interviewed her in April 2023 about the nursing program partnership NDMU entered with Mount St. Mary's University.<sup>16</sup> Yet now that Loyola has proposed a partnership to add more nurses to Maryland's pipeline, NDMU claims a "significant cooling" in the demand for nurses nationally, and projects an "oversupply" in our State. The data simply do not support this claim.

To satisfy licensure requirements in Maryland, registered nurses must successfully complete an approved, accredited nursing program and pass the NCLEX-RN licensure exam. Overall, Maryland BSN enrollment, graduation, and NCLEX licensure exam candidate success has been increasing since 2017. However, these increases will not surmount the need projected by the Maryland Hospital Association's GlobalData report, which cites a 19% increase in Maryland demand for RNs across all health care settings from 2021 to 2035, but only a 4% increase in the supply of new registered nurses during that same period.<sup>17 18</sup> Ultimately, the report projects a Maryland RN supply shortfall of 13,800 nurses by 2035. In other words, by 2035, 20% of the projected demand for RNs will be unmet.<sup>19</sup>

The chart below compares the actual results of Maryland NCLEX-RN exam passage for all Maryland nursing programs at the associate's, bachelor's, and direct-entry master's levels to the GlobalData projected shortfalls in RN demand (2021–2035).



**Chart 1. GlobalData RN Demand Data compared to Maryland Board of Nursing NCLEX Exam Results**

<sup>16</sup> <https://www.wypr.org/people/scott-maucione>. (2023, April 26). *Maryland Catholic colleges team up to address nursing shortage*. WYPR. Retrieved September 29, 2023, from <https://www.wypr.org/wypr-news/2023-04-26/maryland-catholic-colleges-team-up-to-address-nursing-shortage>

<sup>17</sup> (2022). *Maryland Nurse Workforce Projections: 2021-2035*. Maryland Hospital Association (p. 14). GlobalData. <https://www.mhaonline.org/docs/default-source/default-document-library/maryland-nurse-workforce-projections-globaldata.pdf>

<sup>18</sup> *ibid.* p. 17.

<sup>19</sup> *ibid.* p. 33.



The current levels of actual new RN supply fall well short of demand in 2021 and 2022, and that demand only increases over the next decade, according to the GlobalData report. Loyola would like to offer a new program to become a small part of the multifaceted solution to the State's nursing shortage.

NDMU also cites U.S. Bureau of Labor Statistics (BLS) data and a National Center for Health Workforce Analysis report to claim that "the national supply of registered nurses is projected to steadily increase and meet projected demand." Objection at 2. This statement is missing important context:

- a. When citing the November 2022 Health Workforce Projections, 2020–35<sup>20</sup> from the National Center for Health Workforce Analysis, NDMU ignores that document's repeated disclaimers that the significant effects of the COVID-19 pandemic are not captured in its analysis, including a caution about use of the projections since the pandemic impacted both the healthcare-seeking populace and the workforce providing care.
- b. As noted by NDMU, the BLS Data released on September 6, 2023, does slightly adjust the 10-year projections for growth in employment of registered nurses from an increase of 195,400 jobs nationally between the ten years of 2021-2031 to an increase of 176,500 jobs nationally between the ten years of 2022-2032. Nonetheless, the BLS still lists registered nurses in the top 5 occupations with the most growth, based on 2022 employment data and 2032 projections. Based on the updated BLS numbers, the O\*Net Online occupational profile of registered nurses labels the occupation with a "Bright Outlook," meaning the occupation is expected to grow rapidly, faster than average, in the next several years and is projected to have large numbers of job openings. Notably, just several days prior to this submission, a search of the Maryland Workforce Exchange for "Registered Nurse" identified 7,643 job postings.<sup>21</sup>
- c. National data cited by NDMU masks the deeper need in some states, such as Maryland. As an indication of how vastly different these numbers can be, the national BLS nursing workforce need projections show 6% growth, while the Maryland Department of Labor projections show 17% growth in nursing occupations from 2020 to 2030.<sup>22</sup> The Maryland Hospital Association projects continued growth for registered nurses of 19% from 2021 to 2035.<sup>23</sup> Further, the website NurseJournal updated its U.S. Nurse-to-State Population Ratio map that tracks the U.S. Nursing Shortage on August 28, 2023, showing that Maryland has only 8.08 nurses per 1,000 residents. This places Maryland in the bottom 10 of all the United States and the District of Columbia in terms of nurses by population.<sup>24</sup>

Turning to Maryland data, NDMU cites the MHEC Academic Program Inventory and *Trends in Degrees and Certificates by Program Report* (2022), to argue that there will be an annual oversupply of nursing

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<sup>20</sup> Bureau of Health Workforce (2022, November). *Nurse Workforce Projections, 2020-2035*. Bureau of Health Workforce Health Resources & Services Administration. Retrieved October 3, 2023, from <https://bhw.hrsa.gov/sites/default/files/bureau-health-workforce/Nursing-Workforce-Projections-Factsheet.pdf>

<sup>21</sup> Maryland Department of Labor (n.d.). *Registered Nurse Job Search Results*. Maryland Workforce Exchange. Retrieved October 3, 2023, from <https://mwejobs.maryland.gov/>

<sup>22</sup> (2023, October 3). *Maryland Employment Trends 29-1141.00 - Registered Nurses*. O\*NET OnLine. Retrieved October 3, 2023, from <https://www.onetonline.org/link/localtrends/29-1141.00?st=MD>

<sup>23</sup> (2022, August). *2022 State of Maryland's Health Care Workforce Report* [PowerPoint Slides]. Maryland Hospital Association Task Force on Maryland's Future Health Workforce.

<sup>24</sup> NurseJournal.org (2023, August 28). *The U.S. Nursing Shortage: A State-by-State Breakdown*. NurseJournal. Retrieved September 29, 2023, from <https://nursejournal.org/articles/the-us-nursing-shortage-state-by-state-breakdown/>

graduates. NDMU does not show its work, so it is not clear how it arrived at its estimate of 5,528 annual nursing degrees in Maryland. *See* Objection at 2. Using the same *Trends in Degrees and Certificates by Program Report* (2022), try as we may, Loyola cannot reproduce a number that even gets close to the estimate. In an attempt to arrive at the maximum number of nursing degrees awarded in Maryland in recent years, Loyola compared nursing CIP codes in all the 51.38 classification of institutional program categories to the MHEC degree data. By pulling the degree data by CIP code for *all* degree levels (associate's, bachelor's, master's, doctoral degrees and certificates), the highest number of degrees awarded annually over the last five years was 4,083. These graduates are prepared for a range of occupations, including many degrees that would not result in bedside care nurses. The more accurate number for comparison is approximately 3,500 degrees produced annually in the 51.3801 Registered Nurse CIP code, as seen in Table 2.

**Table 2. Maryland Degrees Awarded in the 51.38 CIP code category**

CIP Code	Education Title (Mix of Degrees Awarded)	Maryland Degrees Awarded				
		2018	2019	2020	2021	2022
51.3801	Registered Nursing/Registered Nurse (Assoc to Doctoral Degrees & Certificates)	3271	3453	3582	3621	3517
51.3802	Nursing Administration (Doctoral Degrees)	33	28	50	95	112
51.3803	Adult Health Nurse/Nursing	0	0	0	0	0
51.3804	Nurse Anesthetist	0	0	0	0	0
51.3805	Family Practice Nurse/Nursing (CAS)	1	1	4	1	0
51.3806	Maternal/Child Health and Neonatal Nurse/Nursing	0	0	0	0	0
51.3807	Nurse Midwife/Nursing Midwifery	0	0	0	0	0
51.3808	Nursing Science (PBC, Master's, Doctorate)	224	211	215	184	215
51.3809	Pediatric Nurse/Nursing	0	0	0	0	0
51.3810	Psychiatric/Mental Health Nurse/Nursing (PMC)	26	26	30	27	39
51.3811	Public Health/Community Nurse/Nursing (Master's)	8	13	17	2	10
51.3812	Perioperative/Operating Room and Surgical Nurse/Nursing	0	0	0	0	0
51.3813	Clinical Nurse Specialist	0	0	0	0	0
51.3814	Critical Care Nursing	0	0	0	0	0
51.3815	Occupational and Environmental Health Nursing	0	0	0	0	0
51.3816	Emergency Room/Trauma Nursing	0	0	0	0	0
51.3818	Nursing Practice (Master's, Doctorate)	125	144	121	149	165
51.3819	Palliative Care Nursing	0	0	0	0	0
51.3820	Clinical Nurse Leader	0	0	0	0	0
51.3821	Geriatric Nurse/Nursing	0	0	0	0	0
51.3822	Women's Health Nurse/Nursing	0	0	0	0	0
51.3824	Forensic Nursing	0	0	0	0	0
51.3899	Registered Nursing, Nursing Administration, Nursing Research and Clinical Nursing, Other (PBC)	0	0	0	4	0
	<b>Total</b>	<b>3688</b>	<b>3876</b>	<b>4019</b>	<b>4083</b>	<b>4058</b>

Data Source: MHEC Trends in Degrees by Program, 2022

CIP Code Education Title Source: O\*Net Online; Education Crosswalk; <https://www.onetonline.org/crosswalk/CIP?s=Nursing>, Captured on October 4, 2023.

NDMU's declaration that the state has an annual oversupply of 275 nursing graduates is not supported by the data. Further, it is not reflective of the experience Mercy Medical Center has had, which prompted Mercy's collaboration with Loyola for the proposed BSN program.

Mercy provided the following details regarding the impact of the nursing shortage on its operations:

#### Open Nursing Positions

- Over the last three years Mercy has averaged between 14.9% (83.71 FTEs) to 19.4% (107 FTEs) nursing vacancies.

#### Nurse Retention Measures

- Instead of resorting to using external agency staffing, Mercy maximized its internal resources by implementing escalating bonuses, retention bonuses and contract recommitment bonuses for its nurses, for a total cost of \$10,500,000.
- Every six months Mercy has been implementing financial incentives including higher shift differentials and increased charge nurse pay. During this period, base pay increases have totaled 18%.
- Mercy increased cross-training between departments and reintroduced nursing managers and educators into bedside nursing to alleviate the burden on staff.

#### Nurse Turnover for Other Types of Nursing Care

- Nurses at Mercy have left bedside care for a variety of other reasons, including:
  - Agency/travel assignments, which provide opportunities for increased compensation. In FY22, 87 nurses left Mercy for these opportunities, followed by 78 departures in FY23;
  - External opportunities away from the bedside environment;
  - Transitioning to areas of lesser acuity, such as clinics and population health;
  - Early retirements of senior nurses;
  - Clinical advancements, which Mercy encourages (nurses advance to nurse practitioners (NPs) and are no longer providing bedside nursing care);
  - Support Services vacancies caused increased stress on nurses to provide a positive experience for patients.

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Mercy is not alone in experiencing the staffing shortage firsthand. In June 2022, at a time when attrition peaked, the University of Maryland Medical System (UMMS) saw as many as 27% of bedside nursing staff leave their jobs, mirroring the national average. In spring 2023, UMMS' nursing shortage had improved, but 18.2% of bedside nurses had left their jobs.<sup>25</sup> Letters of support from Mercy, UMMS, and the Maryland Hospital Association are attached to this Addendum, and they affirm the critical state of the nursing shortage in our State and our region.

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<sup>25</sup> Miller, H. (2023, April 26). *University of Maryland Medical System nursing program ramps up to address labor shortage*. The Baltimore Banner. Retrieved October 4, 2023, from <https://www.thebaltimorebanner.com/community/public-health/university-maryland-medical-system-nursing-accelerator-program-AGJBBDN625ESZKLL6EU3TJZU24/>

Multiple factors contribute to the nursing workforce shortage, including an increase in demand for nurses, retirements of experienced nurses, and the long-lived impacts of COVID-19 on the health care industry and its operations. In 2023, the National Council of State Boards of Nursing released a study that estimates approximately 100,000 registered nurses left the workforce in the past two years due to stress, burnout, and retirements, and that more than 600,000 nurses reported an intent to leave by 2027.<sup>26</sup> The American Hospital Association’s Chief Nursing Officer advocated for urgent action by Congress during a panel discussion in April 2023, citing these figures and stating, “There is an urgent opportunity today for health care systems, policymakers, regulators and academic leaders to coalesce and enact solutions that will spur positive systemic evolution to address these challenges and maximize patient protection in care into the future.”<sup>27</sup>

Contrary to the unsupported statements about “oversupply” in NDMU’s objection, the nursing shortage in Maryland is real and is projected to become an even greater concern in the coming years. Leading regional hospitals, including Mercy, feel the shortage acutely, and welcome a program like Loyola’s that would increase the pipeline of nurses to the Maryland workforce.

### ***Enrollment Demand and Benefits to Maryland***

Loyola’s pool of applicants and matriculating students demonstrates an existing educational demand for a Bachelor of Science in Nursing program at Loyola, where 70% of all students enroll from out-of-state residences. NDMU offers three reasons the Loyola BSN will harm NDMU’s enrollments, without benefitting the State: 1) NDMU cites Loyola’s general recruitment of in-state students, 2) NDMU uses 10 years of data to show enrollment declines in Maryland nursing programs, and 3) NDMU casts doubt on whether Loyola’s program will result in Maryland-based nurses. Each of these concerns is easily rebutted.

## **1) Loyola University Maryland recruitment of undergraduate students**

On the face of it, the argument that a Maryland institution should not serve the residents of the State seems outside the scope of an MHEC program review. Nonetheless, despite NDMU’s assertion that “the likelihood of causing demonstrable harm to existing Maryland institutions strongly increases” as Loyola’s population of in-state students increases, *see* Objection at 2, Loyola reiterates that no other institution objected to this Loyola program proposal.

Loyola’s enrollment of in-state students ranged from 30–37% of the incoming first-year classes between fall 2019 and fall 2023. Loyola does not plan to make significant changes to its in-state enrollment and recruitment strategies.

- In large part, the recent uptick in enrollment from in-state students observed by Loyola appears to be a result of family decisions in an era of pandemic. Students and families, alike, have considered the impacts of shutdowns on college campuses in Spring 2020 and what that meant in terms of traveling from campus to home. Indeed, in Loyola’s admitted student

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<sup>26</sup> Martin B, Kaminski-Ozturk N, O'Hara C, Smiley R. Examining the Impact of the COVID-19 Pandemic on Burnout and Stress Among U.S. Nurses. *J Nurs Regul.* 2023 Apr;14(1):4-12. doi: 10.1016/S2155-8256(23)00063-7. Epub 2023 Apr 5. PMID: 37035777; PMCID: PMC10074070.

<sup>27</sup> American Hospital Association (2023, April 13). *Study projects nursing shortage crisis will continue without concerted action*. Retrieved October 1, 2023, from <https://www.aha.org/news/headline/2023-04-13-study-projects-nursing-shortage-crisis-will-continue-without-concerted-action>

questionnaire, 27% of respondents who matriculated at Loyola said the COVID-19 pandemic had some or strong impact on their decision about enrolling closer to home.<sup>28</sup>

- Loyola's Charm City Promise Program, cited by NDMU as evidence of future increases in enrollment of Maryland students at Loyola, was launched two years ago to recognize and support high-achieving students from Baltimore City public, charter, or Catholic high schools who demonstrate significant financial need. The initial bump in Maryland students who enrolled at Loyola through this program is at a plateau. Loyola is committed to this program for the purposes of its mission but does not anticipate significant increases in future enrollment as a result of the Charm City Promise Program.
- With respect to the BSN program, Loyola will build new nurse enrollments slowly over the first five years of implementation, and enrollment of incoming students will be capped at approximately 100 students per class year.<sup>29</sup>

## 2) Maryland nursing program enrollments

NDMU states that nursing program enrollments in Maryland programs that prepare students to be registered nurses have declined 30% over ten years, from 19,886 in 2013 to 13,937 in 2023. Objection at, 3. During this timeframe, the COVID-19 pandemic resulted in nationwide enrollment drops in undergraduate programs, writ large, of 9.4%. Enrollments have rebounded since then.<sup>30</sup> As illustrated below and in Loyola's Proposal, enrollment in BSN programs offered by Maryland institutions remained fairly consistent from 2017–2021. Decreases in enrollments at some schools but gains at others are observed in 2022 in the updated MHEC *Trends in Enrollment by Program* report.

**Table 3. Maryland Enrollment Trends: Bachelor degree programs in Nursing, 2017-2022**

School Name	2017	2018	2019	2020	2021	2022
Bowie State University	610	610	488	536	543	514
Coppin State University	639	624	571	505	447	322
Frostburg State University	468	483	438	424	384	325
Salisbury University	554	539	557	510	500	462
Towson University	1479	1591	1663	1597	1527	1359
Univ. of MD, Baltimore	841	834	816	818	868	915
Univ. of MD Global Campus	588	689	677	639	555	482
Morgan State University	237	285	387	454	666	827
Hood College	10	3	0	0	0	0
Hood College	54	72	75	68	41	61
Johns Hopkins University (BSN program closed 2016)	0	0	0	0	0	0

<sup>28</sup> Human Capital Research Consortium. (2022). 2022 Admitted Student Review. Loyola University Maryland.

<sup>29</sup> Projected new enrollments: 32 incoming students in year 1, 40 in year 2, 50 in year 3, 70 in year 4, 100 in year 5, and then a maximum of 110 in subsequent years. Projected retention rates: 80% between years 1 and 2, 85% between 2 and 3, and 90% between 3 and 4. The projected retention rates take into account the rigor of a nursing program, so they are lower than the typical third- and fourth-year rates at Loyola.

<sup>30</sup> Enrollment declines have been rebounding since the 9.4% decline between spring 2020 and spring 2021. The following year, the decline was 3.1%, and most recently between spring 2022 and spring 2023, the national enrollment decline was only 0.5%.

School Name	2017	2018	2019	2020	2021	2022
Notre Dame of Maryland University	305	279	333	341	419	345
Stevenson University	715	688	727	713	739	698
Washington Adventist University	197	248	283	268	216	148
<b>Totals</b>	<b>6697</b>	<b>6945</b>	<b>7015</b>	<b>6873</b>	<b>6905</b>	<b>6458</b>

Source: Maryland Higher Education Commission

NDMU insists that the State should support existing nursing programs through financial interventions “to attract and retain qualified, culturally diverse students, who are already committed to working in Maryland,” rather than approve a new BSN program. *See* Objection at 4. Of course, the State has already undertaken numerous efforts to support existing nursing programs, and Loyola applauds those efforts.<sup>31</sup> We note, however, that existing nursing programs are constrained by board and accreditation criteria that govern how many enrollments they can absorb before needing to add faculty, clinical placements, and preceptors. Loyola contends that it can attract enough students to support a full BSN program, which will lead to a net gain in baccalaureate-educated nurses for the State.

NDMU—by focusing on BSN program enrollment declines from surrounding states like Delaware, New York, New Jersey, and Pennsylvania—questions Loyola’s ability to recruit a cohort of nursing students from outside the State of Maryland. To clarify, Loyola has never claimed its strategy to recruit nursing students would focus only on these four surrounding states. For context, Loyola also enrolls undergraduate students from New England (12% of the total undergraduate student population), the South and West of the United States (9%), and internationally (2%). In fact, National Student Clearinghouse data from 2020 to 2022 show that students accepted at Loyola enrolled in nursing programs in a wide variety of states beyond Maryland and the surrounding states, including Connecticut, Massachusetts, New Hampshire, Illinois, Ohio, Alabama, Florida, North Carolina, South Carolina, Texas, and Virginia.

Loyola’s enrollment of two of its three largest incoming classes in its history has coincided with the 2021 and 2022 high school graduating class year declines in the four states NDMU cited. The results are a reminder that Loyola has a resilient enrollment and recruitment model that is experiencing success. Loyola feels confident that it can extend this success to the enrollment of nursing students.

### 3) Drawing out-of-state students to the State of Maryland

Recent data show annual enrollment fluctuations in Maryland nursing bachelor’s programs, both overall and at the individual institution level. On the whole, though, enrollments across programs appear to be averaging between 6,800 and 6,900 students annually, *see* Table 2, the majority of which are students from Maryland. Loyola enrolls ~70% of its undergraduate student body from out-of-state, and incoming first-year classes have recently ranged from 63–70% out-of-state.

National Student Clearinghouse data from the most recent three years show that a total of 285 students from the Loyola pool of admitted applicants enrolled in other institutions to become

<sup>31</sup> Among these efforts are the Workforce Shortage Student Assistance Grants, Nurse Support Program II, and the Nursing Resource Grant.

nursing majors. None of those 285 students enrolled at NDMU. Analysis of the data shows that 61% of the 285 students enrolled outside Maryland, 31% of the 285 students enrolled outside Maryland at Catholic institutions, and 16% of the 285 students enrolled specifically at out-of-state Jesuit, Catholic peers of Loyola. Notably, of all 285, 100% of those who enrolled in a nursing program at a religiously affiliated school, went out-of-state. Among 27 colleges and universities in the United States Association of Jesuit Colleges and Universities (AJCU), Loyola is the only AJCU university in Maryland.

**Table 4. Loyola Admitted Students who Matriculated Elsewhere and Declared a Nursing Major (2020-2022)**

Institution Location	Count of Students	% of All Students
<b>out-of-state</b>	<b>174</b>	<b>61%</b>
<i>Religiously Affiliated</i>	91	32%
<i>Catholic</i>	87	31%
<i>AJCU</i>	46	16%
<i>Not Religiously Affiliated</i>	83	29%
<b>in-state (Maryland)</b>	<b>111</b>	<b>39%</b>
<i>Religiously Affiliated</i>	0	0%
<i>Catholic</i>	0	0%
<i>AJCU</i>	0	0%
<i>Not Religiously Affiliated</i>	111	39%
<b>Total (in-state + out-of-state)</b>	<b>285</b>	<b>100%</b>

Source: National Student Clearinghouse

Strong demand for BSN programs exists among Loyola's peer and direct competitor Catholic institutions located across the country. In almost every case, the yield for nursing students at these schools for fall 2022 was higher than the overall school yield.

**Table 5. Nursing Program Yield /Overall Yield at Peer, Direct Competitor Catholic IHEs**

Institution	Overall Yield for Fall 2022	Nursing Yield for Fall 2022	Nursing Yield Rate Difference
Boston College (MA)	34.6%	42.5%	7.9%
Caldwell University (NJ)	9.9%	18.5%	8.6%
Duquesne University (PA)	13.2%	17.1%	3.9%
Emmanuel College (MA)	12.3%	19.6%	7.2%
Fairfield University (CT)	19.2%	28.4%	9.2%
La Salle University (PA)	10.5%	15.6%	5.1%
Loyola University Chicago (IL)	8.8%	11.5%	2.7%
Marquette University (WI)	14.4%	18.1%	3.7%
Merrimack College (MA)	12.0%	11.9%	-0.1%
Regis University (CO)	10.1%	14.4%	4.3%

<b>Institution</b>	<b>Overall Yield for Fall 2022</b>	<b>Nursing Yield for Fall 2022</b>	<b>Nursing Yield Rate Difference</b>
Saint Anselm College (NH)	18.3%	28.2%	9.9%
Salve Regina University (RI)	15.4%	19.2%	3.8%
Seattle University (WA)	14.8%	22.1%	7.3%
St. Francis College (NY)	13.5%	21.3%	7.8%
The Catholic University of America (DC)	15.4%	21.7%	6.3%
Villanova University (PA)	31.7%	40.0%	8.3%
Xavier University (OH)	9.5%	13.8%	4.3%

Source: National Catholic College Admission Association. Admission Data Share.

Even though Loyola does not currently have a pre-licensure nursing program to advertise or offer, the enrollment management team and Loyola’s Pre-Health Programs Director have observed demand for a nursing program at Loyola among its existing matriculating students. In fact, even without a traditional BSN program, 9.2% (56) of Loyola’s Pre-Health one-on-one student advising meetings in the 2022–23 school year were with students interested in a career in nursing.

Fall surveys of admitted students also reveal interest in nursing at Loyola from among the University’s matriculating students and admitted students who choose to matriculate elsewhere. The annual survey asks admitted students to identify the majors they would have been most interested in studying. The fall 2022 and fall 2023 results are consistent with the results of the same survey in 2021. The survey results demonstrate that, without a Bachelor of Science in Nursing degree program to offer or advertise, Loyola still attracted more than 130 potential nursing students in 2022 and more than 170 in 2023. None of these admitted students chose to enroll instead at NDMU.

**Table 6. Admitted Student Survey - Student Respondents “Most Interested” in Nursing Major**

	<b>2022</b>		<b>2023</b>	
	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>
Loyola Enrolled Students	61	8%	77	10%
Elsewhere Enrolled Students	76	7%	95	8%

Source: Loyola University Maryland. (Human Capital Consortium).. Admitted Student Survey.

To put a fine point on it, Loyola’s existing market demand for a nursing program at the University, from those who matriculate here despite the lack of a nursing major and those who matriculate elsewhere because we lack the major, demonstrates that the BSN program can succeed at Loyola without harming other Maryland institutions, and particularly without harming NDMU, given the National Student Clearinghouse data in Table 4. Finer still, Loyola’s established track record of successfully preparing Pre-Health students who go on to Johns Hopkins University’s accelerated Master of Science in Nursing program and then work at Johns Hopkins Hospital provides evidence that Loyola can and does attract out-of-state students to the area to become part of Maryland’s nursing workforce.



- From the population of pre-professional students who pursue accelerated nursing programs after completing a Loyola four-year bachelor's degree, we see that our graduates tend to be drawn to top-tier programs, especially to the Johns Hopkins Master of Science in Nursing program. Many of those students go on to work at Johns Hopkins Hospital.
- More generally, Loyola has a track record of graduates deciding to stay in Maryland as their "first destination" after they graduate. In the most recent three years, the proportion of students who "landed" in Maryland exceeded by 5–7% the proportion of the cohort's Maryland residential status when they began their college experience at Loyola. Overall, more than 35% of Loyola's graduating classes appear to be making their early careers and homes in Maryland. Loyola is a net importer of Maryland residents as an institution of higher education.<sup>32</sup>
- In addition to these baseline indications of Loyola's ability to contribute to net gains in Maryland's nursing workforce, the partnership devised by Mercy and Loyola plans to incentivize graduates to stay at Mercy after they graduate. Fundraising initiatives are being planned around this now.

In summary, Loyola disagrees with NDMU's incomplete analysis of the nursing shortage in Maryland, its circumstantial conclusions about Loyola's ability to enroll nursing students, and its unsupported claims that a Loyola program will not benefit the State's health care industry and will only harm Maryland's existing nursing programs. Loyola and Mercy look forward to demonstrating how their partnership can positively impact local communities and proceed from a shared commitment to service.

### **Clinical site shortage**

In developing the proposed BSN program, Loyola and Mercy delved into the mission-alignment between the institutions, discussed how the strengths of each institution could bolster the other for the development of a new pipeline of citizen nurses, and deliberated over the steep challenges to implementing such a program. NDMU argues that Loyola will impede its ability to secure clinical sites and faculty for its nursing program, even though Loyola's proposal expressly states that Mercy has entered the partnership with a commitment of clinical placements that matches Loyola's cap of BSN enrollments *without detriment to existing agreements with other schools*. Loyola and Mercy had discussed the innate challenges to creating and sustaining a nursing program, including securing clinical sites and nursing faculty. Both institutions entered the discussion of program development with the objective of surmounting these challenges while doing no harm to other institutions. This is why Mercy's commitment to provide clinical placements for Loyola students comes with a stated promise to fulfill existing commitments with other schools.

NDMU argues that Mercy's commitment is "simply not realistic and no guarantee," yet NDMU cites no data or information in support of its claim.

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<sup>32</sup> Every year, Loyola surveys its graduating class to learn of their outcomes in terms of employment, graduate or continued education, military service, or post-graduate service. Included in their responses is the state of their destination.

- No other Maryland institution objected to Loyola’s BSN program, and all face the same environment of clinical site placements. Tellingly, when NDMU has recently faced objections to its proposed programs, it has disputed that securing clinical placements will pose any challenge.<sup>33</sup>
- Mercy has reaffirmed that it currently provides clinical site support for 120-198 students per semester and has the capacity to accommodate an additional 100 students.

### **Nursing faculty shortage**

To address any challenges in the recruitment of nursing faculty, Loyola proposes to build its program slowly over time, hiring only one full-time nursing faculty member per year over the five-year implementation of the program. Part-time affiliate instructors will be recruited first from Mercy, where there is capacity and interest in building this partnership with Loyola. Loyola fully disagrees that Loyola’s geographic proximity to NDMU or modest hiring plan presents “the likelihood of demonstrable harm with faculty competition.” Objection at 8.

- NDMU makes an unsubstantiated claim that “it is reasonable to expect [Loyola’s] program will draw students and faculty away from NDMU’s nursing program.” Objection at 2. There is no such evidence, and, with high respect for the long history of NDMU’s nursing program, Loyola has no such intention.
- Loyola’s Proposal contemplates a program that will bring together educators from many fields: STEM fields, social sciences, humanities, didactic nursing faculty, and clinical nurse educators. This creates a carefully thought-out balance between mutually enriching fields of learning. We believe we can hire through established relationships at Mercy, in Loyola’s Student Health Services Center, and among alumni. Mercy has stated that more than 250 BSN-prepared nurses at Mercy have the potential to teach clinicals, and nearly 100 MSN- or doctoral-prepared nurses at Mercy could possibly provide didactic or clinical instruction.
- Finally, and perhaps most hopefully, when Loyola’s program proposal was announced, unsolicited interest in applying for Loyola’s nurse faculty positions came from two qualified candidates. One candidate is a Loyola alumnus. The other candidate expresses great fidelity with and interest in the shared values Mercy and Loyola espouse in the program and partnership. Neither candidate currently teaches at any Maryland school, and neither lists any affiliation with NDMU on their resume.

This program is not proposed to subtract from another institution; it is proposed to add to the benefit of the State of Maryland and the City of Baltimore.

It is important for the State that there be a gain in baccalaureate-educated students, not a net wash of students. It also remains important that a pipeline of new registered nurses go into bedside practice so that experienced nurses may engage in career development, including becoming nursing faculty to educate new generations of nurses.

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<sup>33</sup> NDMU Response Letter to UMSOJ Objection – MSN Off-Campus Location, November 17, 2017; NDMU Response Letter to Towson University’s objection to the OTD program proposal, April 29, 2018; and NDMU Response Letter to TU, UMES, FSU, & UMB Objections – PA Program, April 3, 2020.

## Opportunities for collaboration

NDMU has proposed a model of collaboration—a 2+2 or 3+1 program—that is not workable, given Loyola’s Proposal to provide students in its BSN program with a four-year curriculum that is fully integrated with Loyola’s liberal arts core.<sup>34</sup> However, Loyola is committed to innovative collaborative partnerships, and in fact has reached out to NDMU to propose a different type of collaboration that may be mutually beneficial. Proposals that offer opportunities for students to complete a Loyola, mission-centered BSN that is embedded in a liberal arts core and then matriculate to NDMU for master’s level study in a nursing field would work in a collaborative manner to address the nursing workforce shortage and go further to meet the aims of developing nursing leaders, who could serve eventually as nursing faculty at BSN programs across the State. Loyola looks forward to collaborative conversations to explore these kinds of educational partnerships.

Loyola is grateful to NDMU for its commitment to educating BSN-prepared registered nurses and graduate-level health professionals. We strongly agree that Loyola and NDMU’s shared Catholic background and commitment to the City of Baltimore rise from common values. However, Loyola’s liberal arts tradition comes with the expectation that BSN students will benefit from the fullness of the University’s core curriculum and its rigorous science education. Therefore, Loyola has proposed a BSN program that encompasses the University’s full core curriculum. Loyola’s mission-driven educational model for its BSN is not a good match for 2+2 or 3+1 programs. Rather, the proposed Loyola model that integrates nursing and liberal arts courses throughout the student’s four undergraduate years is a strong match to Loyola’s mission and strategic plan.

Further, Loyola’s BSN model emphasizes a science education that builds upon a broad understanding of the principles of biological and natural sciences. This is part of Loyola’s commitment to the liberal arts tradition. For instance, Loyola’s BSN students will complete *Foundations of Biology I and II* sequence as a preparation to their study of *Human Nutrition, Anatomy and Physiology, Microbiology, Pharmacology, and Pathophysiology*, each of which they will take with students who major in STEM programs, learning from professors who are active participants in research specific to their STEM fields. Since Loyola’s natural science courses of the nursing major are offered in an integrated undergraduate learning environment, by design, NDMU’s model for a 2+2 or 3+1 undergraduate nursing degree is not a good match to the learning aims that Loyola sets for pre-licensure BSN students in Appendices 2 and 4 of the Proposal. These learning aims call for full participation in Loyola’s four-year undergraduate environment.

Finally, Loyola’s rigorous mission-driven model for the proposed pre-licensure BSN program is informed by its success with Pre-Health students who, in absence of a Loyola BSN program, have applied to accelerated nursing programs after their completion of nursing pre-requisite courses and Loyola’s undergraduate degree. The rigor of Loyola’s degree and fullness of the experiences that students gain at Loyola are shown in the exceptional success of these applicants to accelerated nursing programs. In fact, even though Loyola’s Pre-Health students graduate with a bachelor’s degree in a field other than nursing, over 60% of those who apply to accelerated nursing programs are successful at being admitted directly to accelerated Master of Science in Nursing programs, with over half of them choosing to go to the accelerated MSN offered at Johns Hopkins University School of Nursing.

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<sup>34</sup> Please see the attachments for comparisons of Loyola’s and NDMU’s institutional profiles, BSN course sequences, and curriculum.

## Summary

Loyola's experience with Pre-Health students and their success in applying to accelerated nursing programs has shown that Loyola's Jesuit, Catholic tradition, liberal arts education, and rigorous study of sciences offers transformative learning and an extraordinary advantage for students who seek to dedicate themselves to the professional path of nursing.

The University now seeks to offer this same benefit to students who commit themselves to an undergraduate entry into nursing. Loyola can serve a greater number of students by extending its program offering to include a pre-licensure BSN program. In the responses to the fall 2023 survey of accepted students, 77 students who matriculated at Loyola would have been interested in nursing as their major, and another 95 students who did not enroll at Loyola indicated they would have been interested in nursing as their major. This mirrors data from past years and provides consistent evidence of inherent demand among Loyola's pre-existing applicants for a BSN program and the potential for viability of the program, if implemented.

Loyola University Maryland and Mercy Medical Center have collaborated to develop an academic program and an innovative academic/clinical partnership to create a new pipeline of baccalaureate-educated registered nurses, prepared in the Catholic intellectual tradition, as citizen nurses. The values shared between Mercy and Loyola forged this partnership and informed the development of the proposed program. The proposed BSN builds from the strength of Loyola's Pre-Health Programs, Loyola's existing partnership with Mercy through our Health Outreach Baltimore program, the interdisciplinary and experiential focus of Loyola's concluded *Ignatian Compass* strategic plan, and the premier initiative of growing health and STEM programs in the upcoming strategic plan, which has been in development for the past 15 months. Loyola is committed to the success of the program, including through investments of University funds in new physical facilities, instructional equipment, and the appropriate and gradual hiring of faculty and staff for the proposed program. These investments were reviewed and approved by Loyola's Board of Trustees. The collaboration between Loyola and Mercy creates a new type of partnership with a deep and long-term commitment to providing students with access to high-quality, rigorous education to improve healthcare. Loyola's proposal clearly states that Mercy has entered the partnership with a commitment of clinical placements that matches Loyola's cap of BSN enrollments *without detriment to existing agreements with other schools*. Loyola believes it can recruit faculty without harming NDMU, and Loyola looks forward to collaborative conversations to explore the kinds of educational partnerships with NDMU that can be mutually beneficial and support the development of nursing leadership in Maryland.

Loyola has chosen to move forward with the review process because we feel compelled to meet this critical workforce need, in light of the State's severe nursing shortage. The University disagrees with all objections made by NDMU and seeks the Acting Secretary's recommendation for implementation of the program.

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## **Attachments**

### Table of Contents

Mission Statements of Maryland Four-year Institutions with BSN programs  
Letters of Support  
Comparison of Institutional Profiles  
Comparison of Loyola and NDMU BSN Four-year Plans  
Loyola BSN Course Descriptions  
NDMU BSN Course Descriptions

**Attachment A - Mission Statements of  
Maryland 4-yr Institutions with Bachelor's Degrees in Nursing**

<b>Maryland 4-year Institution with Bachelor's Degree in Nursing</b>	<b>Mission Statement</b>
Bowie State University	<p>As Maryland's first historically black public university, Bowie State University empowers a diverse population of students to reach their potential by providing innovative academic programs and transformational experiences as they prepare for careers, lifelong learning, and civic responsibility. Bowie State University supports Maryland's workforce and economy by engaging in strategic partnerships, research, and public service to benefit our local, state, national, and global communities.</p> <p><a href="https://bowiestate.edu/about/at-a-glance/mission-and-vision.php">https://bowiestate.edu/about/at-a-glance/mission-and-vision.php</a></p>
Coppin State University	<p>Coppin State University, a Historically Black Institution in a dynamic urban setting, serves a multi-generational student population and provides education opportunities while promoting lifelong learning. The university fosters leadership, social responsibility, civic and community engagement, cultural diversity and inclusion, and economic development.</p> <p><a href="https://www.coppin.edu/about/vision-mission-and-goals">https://www.coppin.edu/about/vision-mission-and-goals</a></p>
Frostburg State University	<p>Frostburg State University is a student-centered teaching and learning institution featuring experiential opportunities. The University offers students a distinctive and distinguished baccalaureate education along with a select set of applied master's and doctoral programs. Frostburg serves regional and statewide economic and workforce development; promotes cultural enrichment, civic responsibility, and sustainability; and prepares future leaders to meet the challenges of a complex and changing global society.</p> <p><a href="https://www.frostburg.edu/about-frostburg/Mission/mission-of-the-university1.php">https://www.frostburg.edu/about-frostburg/Mission/mission-of-the-university1.php</a></p>
Hood College	<p>Through an integration of the liberal arts and the professions, Hood College provides an education that empowers students to use their hearts, minds and hands to meet personal, professional and global challenges and to lead purposeful lives of responsibility, leadership, service and civic engagement.</p> <p><a href="https://www.hood.edu/discover/about-college/mission-vision">https://www.hood.edu/discover/about-college/mission-vision</a></p>
McDaniel College	<p>McDaniel College is a diverse, student-centered community committed to excellence in the liberal arts and sciences and professional studies. With careful mentoring and attention to the individual, McDaniel changes lives. We challenge students to develop their unique potentials with reason, imagination, and human concern. Through flexible academic programs, collaborative and experiential learning, and global engagement, McDaniel prepares students for successful lives of leadership, service, and social responsibility.</p> <p><a href="https://www.mcdaniel.edu/about-us/mission-and-history">https://www.mcdaniel.edu/about-us/mission-and-history</a></p>

**Mission Statements of  
Maryland 4-yr Institutions with Bachelor's Degrees in Nursing**

<b>Maryland 4-year Institution with Bachelor's Degree in Nursing</b>	<b>Mission Statement</b>
Morgan State University	<p>Morgan State University serves the community, region, state, nation, and world as an intellectual and creative resource by supporting, empowering and preparing high-quality, diverse graduates to lead the world. The University offers innovative, inclusive, and distinctive educational experiences to a broad cross section of the population in a comprehensive range of disciplines at the baccalaureate, master's, doctoral, and professional degree levels. Through collaborative pursuits, scholarly research, creative endeavors, and dedicated public service, the University gives significant priority to addressing societal problems, particularly those prevalent in urban communities.</p> <p><a href="https://www.morgan.edu/about/mission-and-values">https://www.morgan.edu/about/mission-and-values</a></p>
Notre Dame of Maryland University	<p>Notre Dame of Maryland University educates leaders to transform the world.</p> <p>Embracing the vision of the founders, the School Sisters of Notre Dame, the University promotes the advancement of women and provides a liberal arts education in the Catholic tradition.</p> <p>Notre Dame challenges women and men to:</p> <ul style="list-style-type: none"> <li>•strive for intellectual and professional excellence,</li> <li>•build inclusive communities,</li> <li>•engage in service to others, and</li> <li>•promote social responsibility.</li> </ul> <p><a href="https://www.ndm.edu/about-us/mission-social-responsibility">https://www.ndm.edu/about-us/mission-social-responsibility</a></p>
Salisbury University	<p>Salisbury University is a premier comprehensive Maryland public university offering excellent, affordable education in undergraduate liberal arts, sciences, business, nursing, health sciences, social work, and education and applied master's and doctoral programs. Our highest purpose is to empower our students with the knowledge, skills, and core values that contribute to active citizenship, gainful employment, and life-long learning in a democratic society and interdependent world.</p> <p><a href="https://www.salisbury.edu/discover-su/mission-values.aspx">https://www.salisbury.edu/discover-su/mission-values.aspx</a></p>
Stevenson University	<p>The University is an innovative, coeducational, independent institution offering undergraduate and graduate students a career-focused education marked by individualized attention, civility, and respect for difference. The University blends the liberal arts with career exploration and planning, complementing a traditional education with applied learning beyond the classroom. The University meets students where they are and supports and challenges them to become reflective and accomplished individuals committed to a lifetime of learning and contribution. Students graduate with the competence and confidence needed to address creatively the opportunities and problems facing their communities, the nation, and the world.</p> <p><a href="https://www.stevenson.edu/about/mission-vision-values/">https://www.stevenson.edu/about/mission-vision-values/</a></p>

**Mission Statements of  
Maryland 4-yr Institutions with Bachelor's Degrees in Nursing**

Maryland 4-year Institution with Bachelor's Degree in Nursing	Mission Statement
Towson University	<p>Towson University fosters intellectual inquiry and critical thinking, preparing graduates who will serve as effective leaders for the public good. Through a foundation in the liberal arts and a commitment to academic excellence, interdisciplinary study, research and public service, Towson University prepares students for careers in high demand today and in the future. TU is recognized as a leader in community engagement, including entrepreneurial efforts that provide collaborative opportunities between the campus and the larger Maryland community. Our graduates leave with the vision, creativity and adaptability to craft solutions that enrich the culture, society, economy and environment of the state, the region and beyond.</p> <p><a href="https://www.towson.edu/about/mission/">https://www.towson.edu/about/mission/</a></p>
University of Maryland Global Campus	<p>The mission of UMGC is to inspire hope, empower dreams, and transform lives . . . one student at a time. We accomplish this by:</p> <p>Operating as Maryland's open university, serving working adults, military servicemen and servicewomen and their families, and veterans who reside in Maryland, across the United States, and around the world</p> <p>Providing our students with affordable, open access to valued, quality higher education</p> <p>Serving as a recognized leader in career-relevant education, embracing innovation and change aligned with our purpose, and sharing our perspectives and expertise</p> <p><a href="https://www.umgc.edu/experience/why-choose-umgc/mission-values">https://www.umgc.edu/experience/why-choose-umgc/mission-values</a></p>
University of Maryland, Baltimore	<p>To improve the human condition and serve the public good of Maryland and society at-large through education, research, clinical care, and service.</p> <p><a href="https://www.umaryland.edu/about-umb/">https://www.umaryland.edu/about-umb/</a></p>
Washington Adventist University	<p>Washington Adventist University is a learning community committed to the Seventh- day Adventist Christian vision of excellence and service. This cosmopolitan institution challenges students to seize the opportunities for learning in the nation's capital in order to become moral leaders in communities throughout the world...</p> <p><a href="https://www.wau.edu/about-wau/about-us/our-mission/">https://www.wau.edu/about-wau/about-us/our-mission/</a></p>



**Attachment B**  
**Letters of Support**



University  
Affiliated

Sponsored  
by the  
Sisters  
of Mercy

October 16, 2023

Acting Secretary Sanjay Rai  
Maryland Higher Education Commission  
Nancy S. Grasmick Building, 10th Floor  
6 North Liberty Street  
Baltimore, Maryland 21201

Re: Support - Loyola University Maryland Proposal for BSN Program

Dear Secretary Rai,

I am writing to you today on behalf of Mercy Medical Center to express our strong support for Loyola University Maryland's proposal to establish a Bachelor of Science in Nursing (BSN) program. This letter is in response to the lone objection to the program submitted by Notre Dame of Maryland University.

As a community teaching hospital, Mercy is proud to partner with Loyola University Maryland's efforts to establish a premier nursing program which will help expand the healthcare workforce amid an ongoing, well-documented nursing shortage in Maryland. The shortage has effected every part of Maryland's health care delivery system and the populations we seek to serve. This exciting academic partnership will help create a new pipeline of high-quality nurses committed to clinical excellence and improving community health, especially for underserved communities in Baltimore.

In addition, Mercy currently maintains long-standing academic affiliations with nursing programs from over a dozen schools, including Notre Dame of Maryland University, to provide clinical placements. We take pride in these relationships with several institutions and look forward to continuing to provide clinical placements for as many schools as practicable. At the same time, we look forward to strengthening our partnership with Loyola University Maryland to attract more nurses to the state. Currently, we host roughly 120-200 students per semester and have the capacity to accommodate an additional 100 students with more room to grow. Furthermore, while we appreciate concerns regarding faculty shortages, it should be noted that Mercy employs approximately 90 nurses with MSN degrees and 10 nurses with doctoral degrees who could potentially teach didactic or clinical courses.

Loyola University Maryland's and Mercy's shared mission of service, core values, and Catholic identity provide a strong foundation to build an exemplary nursing program dedicated to academic and professional advancement. We look forward to supporting continued engagement with Maryland higher education stakeholders and the Maryland Higher Education Commission as the program approval process continues. Thank you for your consideration as we work together seeking to enhance the pipeline for new BSN nurses in Maryland.

Sincerely,

A stylized signature in blue ink that reads "4LAtu".

David N. Mame, M.D.  
President & CEO



Maiju Lehmijoki Wetzel, PhD, BSN, RN  
Director, Pre-Health Programs  
Affiliate Assistant Professor, Theology  
Loyola University Maryland

Dear Dr. Wetzel,

I am writing in support of Loyola's proposal to open a new nursing program in Maryland. I welcomed this news and urge all higher education programs, schools of nursing, hospitals and healthcare systems to support Loyola's plan.

We are in the midst of a critical nursing shortage in the United States and in Maryland. By 2030, the US Bureau of Labor Statistics estimates the country will experience a nursing shortage of approximately 2 million nurses and the Maryland Hospital Association projects a state-wide nursing shortage of 14,000 nurses. These numbers are staggering when other criteria are factored in, such as expanding employment options for registered nurses, an aging American baby boomer population that is living longer and will require more nursing resources, and the state of increased burnout and desire to have a stable work-life balance by the current workforce, in general, causing high rates of turnover in healthcare roles.

The American Association of Colleges of Nursing just revealed that schools of nursing turned away 78,000 qualified nursing student applicants in the past year because schools were unable to handle this volume, signaling that there is great interest and desire of many students to become nurses but an inadequate number of spots in current schools of nursing. We need to be able to admit more qualified student nurse applicants to schools of nursing to grow the nursing workforce for the future.

I think the Loyola proposal will provide exactly what the state of Maryland needs: an increased ability to produce more nurses. The University of Maryland Medical System and I are committed to helping you in whatever way we can to move your plan forward. We thank you for your commitment to ensure the health of Marylanders through increasing the numbers of nurses in our state.

Please let me know how we can collaborate now and moving forward. I wish you great success with the Loyola proposal to open a new school of nursing!

Sincerely,



Lisa Rowen



Maryland  
Hospital Association

October 6, 2023

Maryland Higher Education Commission  
6 N. Liberty Street  
Baltimore, MD 21201

To Whom It May Concern:

The Maryland Hospital Association is pleased to share a letter of information regarding the new Loyola University Maryland Bachelor of Science in Nursing (BSN) program being created in conjunction with their clinical partner, Mercy Medical Center. The program will enhance the state's hospital workforce, help diminish the nursing shortfall, build clinical experience for nursing students, and provide much-needed training opportunities for those interested in the field.

The nursing shortage is very real in our state. Currently 1 in every 4 hospital nursing positions is vacant and projections estimate the state will require 13,800 additional nurses by 2025. The Loyola four-year undergraduate BSN program aims to address the short fall.

This collaboration aligns with the strategies and recommendations outlined in [MHA's State of Maryland's Healthcare Workforce Report](#), specifically to:

- Remove barriers to higher education;
- Collaborate with academia to evolve curriculum to strengthen nurse graduate readiness; and,
- Partner with local colleges and universities to grow and diversify entrants into health care professions and enhance access to incentives and wraparound supports to expand student pipeline.

In addition, similar academic/clinical partnerships have demonstrated increased efficacy in addressing workforce issues. The clinical experience component being led by Mercy Medical Center meets a very real need for hands-on patient experience. A large, mixed-methods study by the National Council of State Boards of Nursing found that clinical experiences with actual patients are critical to prelicensure nursing education. Adding access to clinical sites and expanding nursing faculty and hospital-based preceptors can increase the state's nursing talent pipeline.

Nearly 78,200 qualified applications were not offered spots at nursing schools last year, according to the American Association of Colleges of Nursing, which represents schools with baccalaureate and advanced degree programs. This is due to a lack of education opportunities available. The Loyola Mercy partnership will begin to fill the need locally.

Please let us know if you need any additional details.

Sincerely,

Meghan McClelland  
Chief Operating Officer

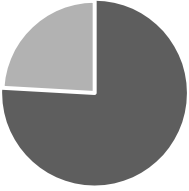



**Attachment C**  
**Comparison of Institutional Profiles**

## Institutional Profile Comparison

Institutional Characteristics	Loyola	NDMU
Mission Statement	Loyola University Maryland is a Jesuit, Catholic university committed to the educational and spiritual traditions of the Society of Jesus and to the ideals of liberal education and the development of the whole person. Accordingly, the University will inspire students to learn, lead, and serve in a diverse and changing world.	<p>Notre Dame of Maryland University educates leaders to transform the world.</p> <p>Embracing the vision of the founders, the School Sisters of Notre Dame, the University promotes the advancement of women and provides a liberal arts education in the Catholic tradition.</p> <p>Notre Dame challenges women and men to:</p> <ul style="list-style-type: none"> <li>• strive for intellectual and professional excellence,</li> <li>• build inclusive communities,</li> <li>• engage in service to others, and</li> <li>• promote social responsibility.</li> </ul>
Carnegie Classification	<ul style="list-style-type: none"> <li>• Master's Colleges &amp; Universities: Larger Programs</li> <li>• Carnegie Community Engagement Classification</li> </ul>	<ul style="list-style-type: none"> <li>• Master's Colleges &amp; Universities: Larger Programs</li> </ul>
Religious Affiliation	<ul style="list-style-type: none"> <li>• Roman Catholic</li> </ul>	<ul style="list-style-type: none"> <li>• Roman Catholic</li> </ul>
Location	<ul style="list-style-type: none"> <li>• Baltimore, MD</li> </ul>	<ul style="list-style-type: none"> <li>• Baltimore, MD</li> </ul>
Tuition and Fees (2021-22) <sup>1</sup>	<ul style="list-style-type: none"> <li>• \$52,130</li> </ul>	<ul style="list-style-type: none"> <li>• \$39,746</li> </ul>
Average Net Price (2021-22) <sup>2</sup>	<ul style="list-style-type: none"> <li>• \$33,312</li> </ul>	<ul style="list-style-type: none"> <li>• \$22,675</li> </ul>

<sup>1</sup> National Center for Education Statistics. College Navigator. <https://nces.ed.gov/collegenavigator>. Visited October 13, 2023.

<sup>2</sup> *ibid*.

Institutional Characteristics	Loyola	NDMU
Enrollment Profile (Fall 2022) <sup>3</sup>	<p>Total enrollment: 5,238</p> <ul style="list-style-type: none"> <li>Undergraduate enrollment: 3,977</li> <li>Graduate enrollment: 1,261</li> </ul> <div data-bbox="469 485 862 856"> <p>% of Student Body</p>  <p>■ Undergraduate ■ Graduate</p> </div> <p>Undergraduate Student Age</p> <ul style="list-style-type: none"> <li>24 and under: 99%</li> <li>25 and over: 1%</li> </ul> <p>Undergraduate Student Residence</p> <ul style="list-style-type: none"> <li>In-state: 36%</li> <li>Out-of-state: 64%</li> </ul> <div data-bbox="469 1241 862 1612"> <p>% of Undergraduate Student Body</p>  <p>■ In-State ■ Out-of-State</p> </div>	<p>Total enrollment: 1,733</p> <ul style="list-style-type: none"> <li>Undergraduate enrollment: 660</li> <li>Graduate enrollment: 1,073</li> </ul> <div data-bbox="1006 485 1399 856"> <p>% of Student Body</p>  <p>■ Undergraduate ■ Graduate</p> </div> <p>Undergraduate Student Age</p> <ul style="list-style-type: none"> <li>24 and under: 60%</li> <li>25 and over: 40%</li> </ul> <p>Undergraduate Student Residence</p> <ul style="list-style-type: none"> <li>In-state: 80%</li> <li>Out-of-state: 20%</li> </ul> <div data-bbox="1000 1241 1393 1612"> <p>% of Undergraduate Student Body</p>  <p>■ In-State ■ Out-of-State</p> </div>

<sup>3</sup> National Center for Education Statistics. College Navigator. <https://nces.ed.gov/collegenavigator>. Visited October 13, 2023.

Institutional Characteristics	Loyola	NDMU
Institutional Admission Requirements	<p>The admission evaluation at Loyola combines an analysis of academic information submitted along with a review of recommendations, the record of extracurricular involvement and evidence of special talent, leadership, and service. The admission committee does not use a formula or have strict cutoffs. Instead, the admission office's goal is to conduct a balanced and individual review, taking a number of factors into account.</p> <ul style="list-style-type: none"> <li>• The most competitive candidates have achieved at least a B+/A-average (weighted) in a challenging curriculum in grades 9 through 12. Students accepted to the Class of 2027 had a 3.69 (weighted) average GPA.</li> <li>• Standardized test scores are optional.</li> <li>• Loyola requires one teacher recommendation and one school counselor recommendation.<sup>4</sup></li> </ul>	<p>The Admissions Committee regards a strong college preparatory program in high school as the best preparation for success at Notre Dame and thus places the greatest emphasis on the type and strength of courses taken and the grades earned.</p> <p>Accepted students usually rank in the top half of their class.</p> <p>Applicants are required to be prospective graduates of a high school accredited by the regional association of the College Board or of an approved home school program. If applying with a GED, a score of 145 or higher on the GED® is needed (Performance Level 2: Pass/High School Equivalency). Older GED scores will be reviewed individually.</p> <p>A minimum of 18 academic units distributed as follows is required:</p> <ul style="list-style-type: none"> <li>• English - 4 Units</li> <li>• Foreign Language - 3 Units</li> <li>• Mathematics, College Preparatory - 3 Units</li> <li>• Science - 2 Units</li> <li>• History - 2 Units</li> <li>• Electives - 4 Units</li> </ul> <p>The Admissions Committee may accept a student who lacks one or more of the stated requirements, but whose high school record and standardized testing show academic ability.<sup>5</sup></p>

<sup>4</sup> <https://www.loyola.edu/admission/undergraduate/application-process/first-year>

<sup>5</sup> <https://www.ndm.edu/undergraduate/admissions-aid/what-we-look-for>



<b>Institutional Characteristics</b>	<b>Loyola</b>	<b>NDMU</b>
Residency Requirement	Students must satisfactorily complete at least 60 credits at Loyola University Maryland. Of the last 60 credits, 45 must be taken at Loyola. Additionally, 15 of the last 21 credits and at least one-half of the courses in the major and minor field of study also must be taken at Loyola. Credit awarded on the basis of any placement tests does not count toward fulfillment of the residency requirement. Approved courses taken in the University's own study abroad programs or affiliations apply toward the residency requirement. Study abroad courses sponsored by external study abroad programs do not count toward residency or in the Loyola QPA.	For all undergraduate students, the last 30 credits must be taken at NDMU. A transfer student or a student who enters with advanced standing from another university and becomes a candidate for a bachelor's degree at NDMU must fulfill a minimum requirement of two semesters (Fall, Spring or Summer) at NDMU and must earn at least 30 credit hours required for the degree through instruction offered by the University. A minimum of 50% of the courses included in the Major requirements in a NDMU Program of Study must be taken at Notre Dame University Maryland. No credit earned at a community or junior college may be used for credit at the 300 or 400 course level unless the course is specifically designed as part of an Official Articulation or Memorandum of Understanding between institutions. Additional restrictions may apply. <sup>6</sup>
Intercollegiate Athletics	Loyola is a member of the Patriot League and a member of the National Collegiate Athletic Association (NCAA), competing on the NCAA Division I level. The University fields teams in 18 intercollegiate sports: men's and women's basketball, cross country, lacrosse, rowing, soccer, swimming and diving, and tennis; men's golf; women's indoor and outdoor track; and women's volleyball.	Notre Dame of Maryland University fields nine National Collegiate Athletic Association (NCAA) Division III teams that compete in the Colonial States Athletic Conference (CSAC): Field Hockey, Soccer, Tennis, Volleyball, Basketball, Lacrosse, Cross Country, Outdoor Track, Softball, Men's basketball, Men's soccer. <sup>7</sup>

<sup>6</sup> [https://catalog.ndm.edu/undergraduate-catalog/university-academic-regulations\\_1#residency](https://catalog.ndm.edu/undergraduate-catalog/university-academic-regulations_1#residency)

<sup>7</sup> <https://www.ndm.edu/athletics-campus-recreation>

**Attachment D**  
**Comparison of Loyola and NDMU BSN Four-year Plans**

## Comparison of BSN Four-year Plans

Loyola BSN – Fall, Year 1	NDMU BSN – Fall, Year 1
<p>Core: humanities (1 of 10) – 3 cr.  Core: humanities (2 of 10) – 3 cr.  Nursing Prerequisite / Core: humanities (3 of 10)  EN*101 The Art of Reading - 3 cr.  Social Science Core:  PY*101 Introductory Psychology – 3 cr.  Natural Science Core:  BL*150 Foundations of Biology I – 3 cr. &amp;  BL*151 laboratory – 1 cr.  NUR*1XX Nursing Professional Development in Catholic Tradition Seminar – 1 cr.</p> <p style="text-align: right;">17 credits</p>	<p>MAT-100 Algebraic Applications – 4 cr. OR  MAT-103 Applied Algebra (unless waived) – 3 cr.  NDMU-100 Perspectives on Education and Culture – 4 cr.  ENG-101 College Writing – 3 cr.  HIS- History Requirement – 3 cr.</p> <p style="text-align: right;">13/14 credits</p>
Loyola BSN – Spring, Year 1	NDMU BSN – Spring, Year 1
<p>Natural Science Core:  BL*152 Foundations of Biology II – 3 cr. &amp;  BL*153 laboratory – 1 cr.  Nursing Prerequisite / Social Science Core:  PY*244 Life Span Development – 3 cr.  Nursing Prerequisite:  BL*210 Human Nutrition – 3 cr.  Nursing Prerequisite / Mathematics Core:  ST*210 Statistics – 3 cr.  NUR*2XX Seminar: Evidence-based Practice and Research in Nursing – 3 cr.  NUR*1XX Nursing Professional Development in Clinical Judgment Seminar – 1 cr.</p> <p style="text-align: right;">17 credits</p>	<p>CHM-108 Survey of General, Organic &amp; Biochemistry – 4 cr.  BIO-111 Fundamentals of Biology – 4 cr.  ENG – English Literature – 3 cr.  PHL-201 Introduction to Philosophy – 3 cr.  PSY-101 Introductory Psychology – 4 cr.</p> <p style="text-align: right;">18 credits</p>
Loyola BSN – Fall, Year 2	NDMU BSN – Fall, Year 2
<p>Nursing Prerequisite:  BL*206 Human Anatomy &amp; Physiology I – 3 cr. &amp;  BL*207 laboratory – 1 cr.  Nursing Science Prerequisite:  CH*101 General Chemistry I – 3 cr.  Core: humanities (4 of 10) – 3 cr.  Core: humanities (5 of 10) – 3 cr.  NUR*2XX Mental Health Promotion and Psychiatric Nursing – 3 cr.  NUR*2XX Clinical: Mental Health Promotion and Psychiatric Nursing – 2 cr.</p> <p style="text-align: right;">18 credits</p>	<p>SOC-101 Introductory Sociology – 3 cr.  NUR-250 Nutrition for Wellness – 3 cr. (Online)  PHL-300 Ethics – 3 cr.  BIO-201 Human Anatomy &amp; Physiology I – 4 cr.  RST-105 Religion and the Big Question – 3 cr.</p> <p style="text-align: right;">16 credits</p>

## Comparison of BSN Four-year Plans

<b>Loyola BSN – Spring, Year 2</b>	<b>NDMU BSN – Spring, Year 2</b>
<p>Nursing Prerequisite: BL*208 Human Anatomy &amp; Physiology II – 3 cr. &amp; BL*209 laboratory – 1 cr.</p> <p>Nursing Prerequisite: BL*332 Microbiology – 3 cr. &amp; BL*334 laboratory – 2 cr.</p> <p>NUR*2XX Fundamentals of Nursing – 4 cr.</p> <p>NUR*2XX Nursing Health Assessment – 3 cr.</p> <p>NUR*2XX Clinical: Fundamentals of Nursing and Nursing Health Assessment – 2 cr.</p> <p style="text-align: right;">16 credits</p>	<p>BIO-202 Human Anatomy &amp; Physiology II – 4 cr.</p> <p>BIO-253 Microbiology – 4 cr.</p> <p>PSY-233 Human Growth &amp; Development – 3 cr.</p> <p>MAT-215 Basic Statistics – 3 cr.</p> <p>COM-106 Oral Communication – 3 cr.</p> <p style="text-align: right;">17 credits</p>
<b>Loyola BSN – Fall, Year 3</b>	<b>NDMU BSN – Fall, Year 3</b>
<p>Nursing Science Requirement: BL*370 Pharmacology – 3 cr.</p> <p>NUR*3XX Pharmacology Clinical lab – 1 cr.</p> <p>Nursing Science Requirement: BL*2XX Pathophysiology – 3 cr.</p> <p>NUR*3XX Nursing Care of Adults and Older Adults 1&amp;2 – 6 cr.</p> <p>NUR*3XX Clinical: Nursing Care of Adults and Older Adults – 3 cr.</p> <p style="text-align: right;">16 credits</p>	<p>NUR-301 Holistic Health Assessment – 4 cr.</p> <p>NUR-303 Nursing Informatics – 2 cr.</p> <p>NUR-305 Foundations of a Caring Profession – 5 cr.</p> <p>NUR-310 Pathopharmacology – 4 cr.</p> <p style="text-align: right;">15 credits</p>
<b>Loyola BSN – Spring, Year 3</b>	<b>NDMU BSN – Spring, Year 3</b>
<p>Core: humanities (6 of 10) – 3 cr.</p> <p>NUR*3XX Nursing Care of Families: Maternal Health and Childbearing – 3 cr.</p> <p>NUR*3XX Clinical: Nursing Care of Families: Maternal Health and Childbearing – 3 cr.</p> <p>NUR*3XX Nursing Care of Families: Children and Adolescents – 3 cr.</p> <p>NUR*3XX Clinical: Nursing Care of Families: Children and Adolescents – 2 cr.</p> <p style="text-align: right;">15 credits</p>	<p>NUR-304 Healthy Aging – 3 cr.</p> <p>NUR-311 Professional Nursing Care of the Adult I – 4 cr.</p> <p>NUR-307 Research in Nursing Practice – 3 cr.</p> <p>NUR-308 Professional Nursing Care: Psychiatric/ Mental Health – 4 cr.</p> <p style="text-align: right;">14 credits</p>

## Comparison of BSN Four-year Plans

<b>Loyola BSN – Fall, Year 4</b>	<b>NDMU BSN – Fall, Year 4</b>
<p>Core: humanities (7 of 10) – 3 cr.</p> <p>Core: humanities (8 of 10) – 3 cr.</p> <p>NUR*4XX Nursing Care of Adults and Older Adults with Complex Health Problems – 3 cr.</p> <p>NUR*4XX Clinical: Nursing Care of Adults and Older Adults with Complex Health Problems – 3 cr.</p> <p>NUR*4XX Population Health and the Catholic Tradition of Social Justice – 3 cr.</p> <p>NUR*4XX Clinical: Population Health and the Catholic Tradition of Social Justice – 2 cr.</p> <p>16 credits</p>	<p>NUR-417 Professional Nursing Care: Children and Families – 4 cr.</p> <p>Fine Arts General Education Requirement – 3 cr.</p> <p>NUR-408 Professional Nursing Care: Maternal and Newborn – 4 cr.</p> <p>NUR-409 Professional Nursing Care of the Adult II – 4 cr.</p> <p>15 credits</p>
<b>Loyola BSN – Spring, Year 4</b>	<b>NDMU BSN – Spring, Year 4</b>
<p>Core: humanities (9 of 10) – 3 cr.</p> <p>Core: humanities (10 of 10) – 3 cr.</p> <p>NUR*4XX Clinical: Transition into Professional Nursing with Health Equity Capstone Project – 6 cr.</p> <p>NUR*4XX Leadership and Management in Nursing – 3 cr.</p> <p>NUR*4XX Clinical: Leadership and Management in Nursing – 1 cr.</p> <p>16 credits</p>	<p>NUR-431 Community Health Nursing – 5 cr.</p> <p>NUR-441 Caring Approaches to Nursing Leadership and Practice – 4 cr.</p> <p>NUR-461 Clinical Practicum – 6 cr.</p> <p>15 credits</p>
<b>Total Credits for Loyola BSN: 133 credits</b>	<b>Total Credits for NDMU BSN: 126/127 credits</b>

**Attachment E**  
**Loyola BSN Course Descriptions**

**Bachelor of Science in Nursing, Loyola University Maryland****Course Descriptions****LOYOLA LIBERAL ARTS CORE CURRICULUM (15 three-credit courses)****1. WR\*100 Effective Writing**

Credits: 3

Introduces students to the discipline of writing in the university through the critical and creative study of the contemporary essay within a rhetorical framework. Students learn to conceive an original idea, develop implications of thought, use language effectively, and conduct inquiry (including basic library research). Students develop a full writing process--planning, drafting, revising based on critical feedback from peers and instructor, and editing. Provides a foundation for both faculty and students to build upon as students move across the curriculum. *Required of all students.*

Prerequisites: None

**2. HS\*100 Encountering the Past**

Credits: 3

Why does history matter? This course explores why the study of the past is essential for understanding our present. Through the lens of a single historical topic that varies by instructor, students are introduced to what it means to think like a historian and weave compelling stories. Along the way, students learn to ask critical questions, to evaluate evidence, to make persuasive arguments, and to write clearly and cogently. The course introduces students to how and why histories are produced, but more than that, it sets out to provide new ways of thinking about the human experience and about our place in the world today. *GT*

Prerequisites: None

**3. EN\*101 The Art of Reading**

Credits: 3

Cultivates reading, writing, thinking, and oral communication skills by investigating the kinds of attention that literary texts, in multiple genres, ask of readers. The course is writing intensive. Topics reflect the range of faculty expertise and interests and are selected to invite student curiosity. *Same course as ML115.*

Prerequisites: None

Comment: Nursing prerequisite. Must be completed before 300-level nursing courses.

**4. History 200-Level OR English 200-Level**

Credits: 3

### 5. World Language Intermediate II Level (104\*)

Credits: 3

### 6. PY\*101 Introductory Psychology (3 Credits)

Credits: 3

Surveys the multifaceted aspects of both the science and practice of psychology. Biological, cognitive, and social bases of behavior and mental processes are explored, as are the key features and importance of critical thinking skills and solid psychological research. *Fulfills social science core. FO/IFS*

Prerequisites: None

### 7. PY\*244D Life Span Development (3 Credits)

Credits: 3

A study of the developmental factors that affect a person from biological, behavioral, cognitive, and social perspectives. These factors are considered across the entire life span of the individual. Summarizes and integrates material presented in the other developmental courses. *Fulfills social science core and Group IV requirement.*

Prerequisites: PY101. - Must be completed prior to taking this course.

Comment: Nursing prerequisite. Must be completed before 300-level nursing courses.

### 8. Fine Arts

Credits: 3

### 9. ST\*210 Introduction to Statistics

Credits: 3

A non-calculus-based course covering descriptive statistics; regression model fitting; probability; normal, binomial, and sampling distributions; estimation; and hypothesis testing. *Closed to students who have taken EC220 or PY292 or ST265 or ST/EG381. Degree credit will not be given for more than one of EG381 or ST210 or ST265 or ST381. DS/FO/GT/IDS/IFS*

Prerequisites: MA109 or a score of 48 or better on Part II of the Math Placement Test or a score of 65 or higher on ALEKS or one year of high school calculus.

Comment: Nursing prerequisite. Must be completed before 300-level nursing courses.



## 10. BL\*150 Foundations of Biology I

Credits: 3

An examination of the molecular and cellular basis of life, specifically how cell structure determines cell function, thereby enabling cells to adapt to their environment. Topics include chemical bonding, macromolecules, genome structure, cell structure and replication, metabolism and cellular energetics, cellular homeostasis, and cell communication. *Fulfills the natural science core requirement. Same course as BL118 FO/IFS*

Prerequisites: BL151. - Must be taken either prior to or at the same time as this course.

Comment: Pathway course to nursing bio prerequisites. Must be completed in Freshman year.

## BL\*151 Foundations of Biology I Lab

Credits: 1

An introduction to laboratory work at the cellular and molecular level, in which students demonstrate the ability to use the scientific method, design of experiments, perform laboratory techniques such as pipetting and microscopy, express and interpret data in graphs and tables, perform scientific calculations and statistics, and work in diverse teams. *Same course as BL119. FO/IFS*

Prerequisites: BL150. - Must be taken either prior to or at the same time as this course.

Comment: Pathway course to nursing bio prerequisites. Must be completed in Freshman year.

## 11. BL\*152 Foundations of Biology II

Credits: 3

An introduction to organismal structure and function, including how and why cells are organized into tissues, organs, and organ systems, transmission and expression of genetic information, the role of positive and negative feedback in maintaining homeostasis, and how organisms use different strategies to solve problems such as reproduction, repair and regeneration, response to the environment, transport of materials, and control via cellular communication. *Fulfills the natural science core requirement. Same course as BL121. FO/IFS*

Prerequisites: BL150, BL151. - Must be completed prior to taking this course.

BL153. - Must be taken either prior to or at the same time as this course.

Comment: Pathway course to nursing bio prerequisites. Must be completed in Freshman year.

## BL\*153 Foundations of Biology II Lab

Credits: 1

A continued introduction to laboratory work at the organismal level, in which students demonstrate proper dissection techniques, express and interpret data in graphs and tables, perform scientific

calculations and statistics, design, conduct, and adapt experiments and protocols, and work in diverse teams. *Same course as BL126. FO/IFS*

Prerequisites: BL150, BL151. - Must be completed prior to taking this course.

BL152. - Must be taken either prior to or at the same time as this course.

Comment: Pathway course to nursing bio prerequisites. Must be completed in Freshman year.

## **12. PL\*201 Foundations of Philosophy**

Credits: 3

A one semester introduction to philosophy. Three focal points are covered: the emergence and development of rational theories on the nature of reality (metaphysics); questions concerning the grounds for distinguishing between knowledge and opinion (epistemology); and the nature and status of values (ethical, aesthetic, religious, etc.). Special attention is paid to the origins of philosophy and its historical beginnings in the ancient world.

Prerequisites: None

## **13. TH\*201 Theology Matters**

Credits: 3

An introduction to the Jewish and Christian scriptures, the history of Christianity, and the way these texts and traditions challenge, and are challenged by, the contemporary world.

Prerequisites: None

## **14. PL 202-299 OR TH 202-299**

Credits: 3

## **15. Ethics: PL 300 – 319 (If student took TH 202 – 299) or TH 300 – 319 (If student took PL 202 – 299)**

**Diversity Course (Graduation Requirement):** The diversity course can be taken as a Diversity-designated Core Curriculum course, elective course, or major course.

## **NURSING PREREQUISITE SCIENCES AND ADDITIONAL SCIENCE COURSES**

### **BL\*206 Human Anatomy and Physiology I**

Credits: 3

The first in a two-course sequence in human anatomy and physiology designed to meet the requirements for students pursuing careers in nursing or allied health professions. The course covers basic body organization; functional biochemistry; cytology; histology; and the study of integumentary, skeletal, muscular, endocrine, and nervous systems. There is emphasis on the study of the relationship between structure (anatomy) and function (physiology) with clinical applications. *Written or electronic permission of the department chair or director of curriculum and advising. To count in the biology major or an associated interdisciplinary major with biology, Human Anatomy and Physiology I (BL206/BL207) and Human Anatomy and Physiology II (BL208/BL209) must be taken at Loyola or a consortium school. Closed to students who have taken BL260, BL301, or BL452.*

Prerequisites: BL118, BL119, BL121, BL126 or BL 150, BL 151, BL 152, BL 153 or equivalent. - Must be completed prior to taking this course. BL207. - Must be taken at the same time as this course.

Comment: Nursing prerequisite. Must be completed before 300-level nursing courses.

### **BL\*207 Human Anatomy and Physiology Lab I**

Credits: 1

A laboratory course designed to provide exercises and other activities that supplement and reinforce topics covered in BL206.

Prerequisites: BL206. - Must be taken at the same time as this course.

Comment: Nursing prerequisite. Must be completed before 300-level nursing courses.

### **BL\*208 Human Anatomy & Physiology II**

Credits: 3

The second in a two-course sequence in human anatomy and physiology designed to meet the requirements for students pursuing careers in nursing or allied health professions. A continuation of BL 206. There is emphasis placed on the study of the relationship between structure (anatomy) and function (physiology) with clinical applications. This course covers the study of the cardiovascular, digestive, urinary, immune, respiratory, and reproductive systems. *Written or electronic permission of the department chair or director of curriculum and advising. To count in the biology major or an associated interdisciplinary major with biology, Human Anatomy and Physiology I (BL206/BL207) and Human Anatomy and Physiology II (BL208/BL209) must be taken at Loyola or a consortium school. Closed to students who have taken BL260, BL301, or BL452.*

Prerequisites: BL206, BL207. - Must be completed prior to taking this course. BL209. - Must be taken at the same time as this course.

Comment: Nursing prerequisite. Must be completed before 300-level nursing courses.

**BL\*209 Human Anatomy & Physiology Lab II**

Credits: 1

A laboratory course designed to provide exercises and other activities that supplement and reinforce topics covered in BL208.

Prerequisites: BL208. - Must be taken at the same time as this course.

Comment: Nursing prerequisite. Must be completed before 300-level nursing courses.

**BL\*210 Intro to Human Nutrition**

Credits: 3

An introduction to nutrition principles including the digestive system; the six nutrients and their roles in the body; food sources with an emphasis on the anatomy, physiology, and biochemical processes; nutrient recommendations; nutritional needs during the life cycle; nutritional factors in food selection and preparation of foods with an emphasis on the nutritional and chemical properties of foods; nutrition in health and disease: weight control, diabetes, cardiovascular disease, dental health, cancer and nutrition; conducting a diet history; development of healthful recipes and menus; and evaluation of nutrition information for the public. Exercises include evaluation of the diet and recipes using computerized analysis; evaluation of body composition; and sampling of foods with healthful properties such as vegetarian items, low fat foods, and foods with particular phytochemicals.

Prerequisites: BL118, BL119, BL121, BL126, or BL 150, BL 151, BL 152, BL 153 - Must be completed prior to taking this course.

Comment: Nursing prerequisite. Must be completed before 300-level nursing courses.

**BL\*2XX Pathophysiology – A NEW BIOLOGY COURSE**

Credits: 3

Pathophysiology introduces the most common acute and chronic disease conditions as well as injuries across the human life span from cellular and systemic perspective, with attention to etiology, pathogenesis, manifestation, physiological adaptation, and principles of treatment. The role of genetics and psycho-social mechanisms, such as stress and lifestyle, will be addressed as factors that may impact development of disease and recovery from it. Includes case studies that clarify topics such as signs and symptoms of illness or injury as well as risk potential of further adverse conditions associated with existing morbidity.

Prerequisites: BL118, BL119, BL121, BL126, or BL 150, BL 151, BL 152, BL 153 - Must be completed prior to taking this course. BL 205–BL 209 – must be completed or taken concurrently.

**BL\*332 Microbiology**

Credits: 3

An introduction to the fascinating world of microorganisms. Topics for discussion include the structure and function of microbes; microbial metabolism, nutrition, and growth; the control of microorganisms in the environment and in the body; the classification of microorganisms and viruses; infection and immunity; and applied microbiology. An overview of microbial diseases by body system is also provided.

Prerequisites: BL118, BL119, BL121, BL126, or BL 150, BL 151, BL 152, BL 153 - Must be completed prior to taking this course.

BL334. - Must be taken at the same time as this course.

Comment: Nursing prerequisite. Must be completed before 300-level nursing courses.

**BL\*334 Microbiology Lab**

Credits: 2

Laboratory work focuses on microbiological technical skill development, including sterile techniques used in the cultivation of microorganisms and multiple staining procedures used in the identification of microorganisms. It also teaches students about the theory and use of differential selective media and tests to identify microbes, as well as antibiotic sensitivity testing. Students apply knowledge gained through the course to identify unknown cultures of microorganisms.

Prerequisites: BL332. - Must be taken at the same time as this course.

Comment: Nursing prerequisite. Must be completed before 300-level nursing courses.

**BL\* 370 Pharmacology**

Introduces students to the study of how drugs affect the human body (pharmacodynamics) and how the human body alters drugs (pharmacokinetics). Students examine the fundamental concepts and terminology required to understand the differences among drug effects, as well as the mechanisms of action of various drug classes used to treat common diseases in society. Topics of discussion include: drug-receptor theory, drug metabolism, common drug side effects, treatments for diabetes, and treatments for depression. *Does not fulfill the natural sciences core requirement.*

Prerequisites: BL118, BL119, BL121, BL126, or BL 150, BL 151, BL 152, BL 153 - Must be completed prior to taking this course.

Comment: See NUR 3XXX: Pharmacology Clinical Laboratory (1cr), intended for nursing students.

**CH\*101 General Chemistry I**

Credits: 3

Basic atomic structure, periodic table, chemical equations, gases, liquids, solids, electrolysis, properties of elements and compounds, rates and mechanisms of reactions. (*Fall only*)

Prerequisites: CH100 or MA109 or a score of 50 or better on ALEKS. - Must be completed prior to taking this course.

CH\*105; - Must be taken at the same time as this course.

Comment: Nursing prerequisite. Must be completed before 300-level nursing courses.

**NURSING COURSES – ALL NEW COURSES****NUR 1XX Nursing Professional Development in Catholic Tradition Seminar**

Credits: 1

Nursing Professional Development in Catholic Tradition seminar introduces values and practices that shape nursing professionalism in Jesuit tradition, especially reflective self-awareness and discernment, care of the whole person (*cura personalis*), promotion of equity and justice, and constant challenge to improve. The seminar also exposes students to the history of professional nursing, healthcare delivery systems, and Catholic healthcare. Principles of place-based learning are applied in discussions addressing social determinants of health in Baltimore.

Prerequisites/co-requisites: None.

**NUR 1XX Nursing Professional Development in Clinical Judgment Seminar**

Credits: 1

Nursing Professional Development in Clinical Judgment seminar develops students' sense of what critical reasoning means in the context of integrative nursing processes and clinical reasoning. Discussions and readings will center on what is meant with concepts such as clinical judgment, evidence-based practice, nursing process, health information privacy, and reduction of risks. Multidisciplinary communication and interprofessional partnerships will be presented in the context of integrative patient care. The seminar also introduces students to the cornerstones of professional ethics, especially as seen in the Code of Ethics for Nurses.

Prerequisites/co-requisites: None.

### **NUR 2XX Seminar: Evidence-Based Practice and Research in Nursing**

Credits: 3

Evidence-Based Practice and Research in Nursing seminar examines the role of multidisciplinary qualitative and quantitative evidence in improving patient care and outcomes. Using the skills of critical and analytical reasoning, students will summarize scholarly articles as well as use scientific evidence in their writing and oral presenting. Students demonstrate understanding of human health in a context of a broader body of ecological knowledge, including homeostasis, feedback mechanisms, response to stress and environment, and relationship between organisms. Students will organize information into summary tables, prioritize ideas and concepts, and create diagrams and models of complex processes. Students will demonstrate adaptability and innovation by giving and receiving feedback. They will also explore the field of nursing informatics and its role in quality improvement of patient care. In keeping with Jesuit focus on social justice, evidence-based practices are discussed in the context of their role in promoting diversity, equity, and inclusion.

Prerequisites/co-requisites: ST 210.

### **NUR 2XX Mental Health Promotion and Psychiatric Nursing**

Credits: 3

Mental Health Promotion and Psychiatric Nursing develops students' competency to reduce mental health stigma, advocate for patients, and support the development of healthy personal habits as means to integrate mental health maintenance and well-being in all aspects of health. Students will build clinical judgment skills to respond to grief, loss, trauma, and substance abuse. They will be introduced to psychiatric conditions, such as depression, bipolar disorder, and schizophrenia, and caring for patients with psychiatric diseases, including with the most common pharmacotherapeutics. Legal, ethical, cultural, spiritual, and social questions related to mental health are integrated.

Prerequisites/co-requisites: NUR 1XX Nursing Professional Development in Catholic Tradition Seminar, NUR 1XX Nursing Professional Development in Clinical Judgment Seminar, and PY 101.

### **NUR 2XX Clinical: Mental Health Promotion and Psychiatric Nursing**

Credits: 2

Students will develop clinical judgment and competencies for patient-centered and compassionate delivery of care through goal setting, observation, practice, feedback, self-evaluation, and reflection. Students will practice their mental health promotion and psychiatric nursing clinical reasoning and skills in a community health setting. Emphasis on incorporating safety, therapeutic communication, psychosocial integrity, and dignity into all direct patient care and professional interactions within the relevant practice setting to fulfill the course objectives.

Prerequisite/Co-requisite: NUR 2XX Mental Health Promotion and Psychiatric Nursing

**NUR 2XX Fundamentals of Nursing**

Credits: 4

Fundamentals of Nursing builds upon the concept of clinical judgment measurement model and how the skills of clinical reasoning guide nurses in their work with diverse patients and varied settings of nursing care. The emphasis will be on the sequence of nursing process, basic nursing skills, such as monitoring physiological adaptation, and principles of safe patient care, including infection control and reduction of risks. Prioritization and ergonomic techniques are addressed as means to organize the workload.

Electronic medical records systems and confidential handling of patient information will be discussed. In keeping with the Jesuit care for the whole person, *cura personalis*, cultural, spiritual, and social factors of health will be integrated into all aspects of developing clinical judgment.

Prerequisites/co-requisites: NUR 1XX Nursing Professional Development in Catholic Tradition Seminar, NUR 1XX Nursing Professional Development in Clinical Judgment Seminar

**NUR 2XX Nursing Health Assessment**

Credits: 3

Nursing Health Assessment develops student's clinical judgment and reasoning skills through physiological and psychosocial assessment of health throughout the life span, including genetic, developmental, and nutritional perspectives. The emphasis will be on taking health history, systematic physical examination, and documenting and integrating the assessment results into nursing diagnosis and plan. Documentation in electronic medical records and multidisciplinary collaboration will be practiced. In keeping with the Jesuit care for the whole person, *cura personalis*, cultural, spiritual, and social factors of health will be integrated into all aspects of developing clinical judgment.

Prerequisites/co-requisites: NUR 1XX Nursing Professional Development in Catholic Tradition Seminar, NUR 1XX Nursing Professional Development in Clinical Judgment Seminar

**NUR 2XX Clinical: Fundamentals of Nursing and Nursing Health Assessment**

Credits: 2

Students will develop clinical judgment and competencies for patient-centered and compassionate delivery of care through goal setting, observation, practice, feedback, self-evaluation, and reflection. Students will practice assessment and basic nursing care, with emphasis being on incorporation of safety, privacy, and dignity into all direct patient care and professional interactions within the relevant practice setting to fulfill the course objective.

Prerequisites/co-requisites: NUR 2XX Fundamentals of Nursing, NUR 2XX Nursing Health Assessment



**NUR 3XX Pharmacology Clinical Laboratory**

Credits: 1

Pharmacology Clinical Laboratory focuses on nursing skills and clinical judgment related to pharmacological and parenteral therapies. The laboratory complements BL 370 Pharmacology, which is taken prior or concurrently. Students will practice “the 8 rights of medication administration,” drug calculation methods, routes of medication administration, devices used in venous access, monitoring patient reaction to medications, and safe handling of controlled substances. The goal of the course is to establish practices to deliver high quality and safe patient care in regard to medication administration.

Prerequisites/co-requisites: BL 370 Pharmacology.

**NUR 3XX Nursing Care of Adults and Older Adults 1 &2**

Credits: 6

Nursing Care of Adults and Older Adults establishes the foundation to use clinical judgment in care throughout the four spheres of care, preventive, curative acute care, chronic disease care, and hospice/palliative care. The course will integrate the study of acute and chronic diseases with nursing perspectives on clinical judgment. Students will employ nursing process, teaching and learning, caring, and documentation to provide nursing care that is based on integrative processes and informed by ethics and cultural awareness. Enteral and parenteral therapies will be practiced. Legal environment, accountability, and workplace safety are discussed. Normal physiological changes of aging and impact of older age on prevalence of illnesses is studied along with palliative care and the unique psychosocial concerns of older adults. In keeping with the Jesuit care for the whole person, *cura personalis*, spiritual care resources in hospitals and during hospice are explored.

Prerequisites/co-requisites: Nursing prerequisites, NUR 2XX Fundamentals of Nursing, NUR 2XX Nursing Health Assessment, NUR 2XX Clinical: Fundamentals of Nursing and Nursing Health Assessment

**NUR 3XX Clinical: Nursing Care of Adults and Older Adults**

Credits: 3

Students will develop clinical judgment and competencies for patient-centered and compassionate delivery of care through goal setting, observation, practice, feedback, self-evaluation, and reflection. Students will practice their clinical judgment and reasoning in direct nursing care of adults and older adults with emphasis on incorporation of safety, medication administration, medical-surgical procedures, monitoring physiological adaptation, and collaborating in interprofessional environment of care within the relevant practice setting to fulfill the course objectives.

Prerequisites/co-requisites: NUR 3XX Nursing Care of Adults and Older Adults

**NUR 3XX Nursing Care of Families: Maternal Health and Childbearing**

Credits: 3

Nursing Care of Families: Maternal Health and Childbearing focuses on nursing support to women and childbearing families through the reproductive spectrum, from pre-natal care and childbirth to peri-natal care, the care of an infant, and psychosocial adaptation of the family. Emphasis will be on clinical judgment that balances the physiological needs of the mother and the newborn and responds to the psychosocial needs of the family as a whole. Topics covered include genetics, childbirth, well-woman and well-baby screenings, maternal mental health, lactation, parental risk behaviors, and domestic safety. Uniqueness of each family and cultural factors that shape families are incorporated into culturally sensitive care, and the time of childbirth is considered as an opportunity to connect families into essential services that they might need. In keeping with the Jesuit commitment to social justice, nursing interventions to reduce disparities in maternal and infant health outcomes are addressed.

Prerequisites/co-requisites: Nursing prerequisites, NUR 2XX Fundamentals of Nursing, NUR 2XX Nursing Health Assessment, NUR 2XX Clinical: Fundamentals of Nursing and Nursing Health Assessment

**NUR 3XX Clinical: Nursing Care of Families: Maternal Health and Childbearing**

Credits: 3

Students will develop clinical judgment and competencies for patient-centered and compassionate delivery of care through goal setting, observation, practice, feedback, self-evaluation, and reflection. Students will practice their clinical judgment and reasoning in direct nursing care of childbearing families with emphasis on incorporation of prevention, screenings for physiological, developmental, and mental health, neonatal safety, teaching-learning practices, and psychosocial adaptation of the whole family within the relevant practice setting to fulfill the course objectives.

Prerequisites/co-requisites: NUR 3XX Nursing Care of Families: Maternal Health and Childbearing

**NUR 3XX Nursing Care of Families: Children and Adolescents**

Credits: 3

Nursing Care of Families: Children and Adolescents places emphasis on a child's growth and development in health and illness, including preventative well-child primary care, vaccinations, and developmental screenings from infancy and through adolescence. Pediatric adaptations to medication practices are reviewed and practiced. Students develop clinical judgment skills in the context of care and communication that incorporates families and community. Care of acutely or chronically ill children is addressed. Students develop competency to provide collaborative patient education and address the family's need of supportive services. In keeping with Jesuit educational tradition, the health of the children is viewed in the context of their learning and development of their potential.

Prerequisites/co-requisites: Nursing prerequisites, NUR 2XX Fundamentals of Nursing, NUR 2XX Nursing Health Assessment, NUR 2XX Clinical: Fundamentals of Nursing and Nursing Health Assessment

**NUR 3XX Clinical: Nursing Care of Families: Children and Adolescents**

Credits: 2

Students will develop clinical judgment and competencies for patient-centered and compassionate delivery of care through goal setting, observation, practice, feedback, self-evaluation, and reflection. Students will practice their clinical judgment and reasoning in direct nursing care in the context of child's development and learning, preventative care, and care of an acutely or chronically ill child, with an attention on interprofessional collaboration and establishing referrals to supportive services that the child or the family may need within the relevant practice setting to fulfill the course objectives.

Prerequisites/co-requisites: NUR 3XX Nursing Care of Families: Children and Adolescents

**NUR 4XX Nursing Care of Adults and Older Adults with Complex Health Problems**

Credits: 3

Nursing Care of Adults and Older Adults with Complex Health Problems addresses curative and rehabilitative care of patients with dual or multiple diagnoses and/or complicated social circumstances, such as homelessness or lack of health insurance. The students will learn about coordination of care across agencies, role of nurses in rehabilitative care, and establishing effective interprofessional partnerships. The emphasis will be on dignity of the patient, patient advocacy, patient's psychosocial adaptation, and continuum of quality care. The implications of social determinants of health and aging populations will be addressed. Patients with complex health problems are among the most vulnerable, and thus at the heart of the Jesuit ethical commitment.

Prerequisites/co-requisites: Nursing prerequisites, NUR 3XX Nursing Care of Adults and Older Adults

**NUR 4XX Clinical: Nursing Care of Adults and Older Adults with Complex Health Problems**

Credits: 3

Students will develop clinical judgment and competencies for patient-centered and compassionate delivery of care through goal setting, observation, practice, feedback, self-evaluation, and reflection. Students will practice their clinical judgment and reasoning in direct nursing care in the context of patients with complex health problems, with emphasis on patient safety, establishing evidence-based priorities, coordinating care, and advocating for the patient within the relevant practice setting to fulfill the course objectives.

Prerequisites/co-requisites: NUR 4XX Nursing Care of Adults and Older Adults with Complex Health Problems

### **NUR 4XX Population Health and the Catholic Tradition of Social Justice**

Credits: 3

Population Health and Catholic Tradition of Social Justice examines health systems and economics, culture, health legislation, and current issues in nursing. The emphasis will be on developing clinical judgment and patient education that is informed by systems level public and community health measures, such as injury prevention, harm reduction, and nutrition and physical activity guidelines. Ecological model of health promotion will be discussed. Infectious disease prevention and management of infectious disease outbreaks are also addressed. In keeping with the Jesuit commitment to social justice, nursing interventions that remove barriers to care and reduce disparities are emphasized. Principles of place-based learning are applied in discussions addressing social determinants of health in Baltimore.

Prerequisites/co-requisites: Nursing prerequisites, NUR 2XX Fundamentals of Nursing, NUR 2XX Nursing Health Assessment, NUR 2XX Clinical: Fundamentals of Nursing and Nursing Health Assessment

### **NUR 4XX Clinical: Population Health and the Catholic Tradition of Social Justice**

Credits: 2

Students will develop clinical judgment and competencies for patient-centered and compassionate delivery of care through goal setting, observation, practice, feedback, self-evaluation, and reflection. Students will practice their clinical judgment and reasoning in direct nursing care in the context of population health, with emphasis on targeted and innovative nursing interventions that promote health, reduce risk and harm, and prevent disease within the relevant practice setting to fulfill the course objectives.

Prerequisites/co-requisites: NUR 4XX Population Health and the Catholic Tradition of Social Justice

### **NUR 4XX Clinical: Transition into Professional Nursing with Health Equity Capstone Project**

Credits: 6

Transition into Professional Nursing with Health Equity Capstone Project focuses on actualizing the student's professional identity through an immersive clinical experience in a nursing placement of the student's choice. Students will deepen their ethical commitment to the patient and the common good through their application of clinical judgment in direct patient interactions and nursing interventions. Their health equity capstone will underscore the values of social justice in all forms of nursing professionalism. As a Jesuit educated, soon-to-be nurse, the student reflects on lasting value of *Magis* ("to do more") and constant challenge to improve.

Prerequisites/co-requisites: Nursing prerequisites, NUR 4XXX Nursing Care of Adults and Older Adults with Complex Health Problems and NUR 4XXX Clinical: Nursing Care of Adults and Older Adults with Complex Health Problems, NUR 3XX Nursing Care of Families: Maternal Health and Childbearing, NUR

3XX Clinical: Nursing Care of Families: Maternal Health and Childbearing, NUR 3XX Nursing Care of Families: Children and Adolescents, and NUR 3XX Nursing Care of Families: Children and Adolescents

### **NUR 4XX: Leadership and Management Nursing**

Credits: 3

Leadership and Management in Nursing examines leadership theories and leadership in a range of areas, such as advocacy, management, teaching, and research. Safe delegation of care, best practices in staffing, giving and receiving feedback as well as evidence-based management of conflicts will be discussed. Diversity, equity, and inclusion are viewed as hallmarks of just leadership in Catholic tradition. Jesuit practices of discernment, constant challenge to improve, and life-long learning are presented as ways to lead and serve in a changing world.

Prerequisites/co-requisites: Nursing prerequisites, NUR 2XX Fundamentals of Nursing, NUR 2XX Nursing Health Assessment, NUR 2XX Clinical: Fundamentals of Nursing and Nursing Health Assessment

### **NUR 4XX: Clinical: Leadership and Management in Nursing**

Credits: 1

Students will develop clinical judgment and competencies for patient-centered and compassionate delivery of care through goal setting, observation, practice, feedback, self-evaluation, and reflection. Students will practice their clinical judgment and reasoning in direct nursing care in the context of leadership, with emphasis on prioritizing, safe delegation practices, giving and receiving feedback, and exploring quality improvement projects and nursing research within the relevant practice setting to fulfill the course objectives within the relevant practice setting to fulfill the course objectives.

Prerequisites/co-requisites: NUR 4XX Leadership and Management in Nursing

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**Attachment F**  
**NDMU BSN Course Descriptions**

# **NDMU Bachelor of Science in Nursing Program**

## ***Traditional Undergraduate***

### **Program of Study**

#### **Required Courses for the Major in Nursing (Credits)**

- BIO-111 General Biology (4)
- BIO-253 General Microbiology (4)
- BIO-201 Human Anatomy & Physiology I (4)
- BIO-202 Human Anatomy & Physiology II (4)
- CHM-108 Survey of General, Organic & Biochemistry (4)
- LSP-150 Beginning Spanish for Health Professionals (3)
- MAT-103 Applied Algebra (unless waived) (3)
- MAT-215 Basic Statistics (3)
- NUR-250 Nutrition for Wellness (online) (3)
- NUR-301 Holistic Health Assessment (4)
- NUR-303 Nursing Informatics (online) (2)
- NUR-304 Healthy Aging (3)
- NUR-305 Foundations of a Caring Profession (5)
- NUR-307 Research in Nursing Practice (3)
- NUR-308 Professional Nursing Care: Psychiatric/Mental Health (4)
- NUR-310 Pathopharmacology (4)
- NUR-311 Professional Nursing Care of the Adult I (4)
- NUR-408 Professional Nursing Care: Maternal and Newborn (4)
- NUR-409 Professional Nursing Care of the Adult II (4)
- NUR-417 Professional Nursing Care: Children and Families (4)
- NUR-431 Community Health Nursing (5)
- NUR-441 Caring Approaches in Nursing Leadership and Practice (4)
- NUR-461 Clinical Practicum (6)
- PSY-101 Introductory Psychology (4)
- PSY-233 Human Growth & Development (3)
- PHL-300 Ethics (3)
- SOC-101 Introductory Sociology (3)

### **Courses**

#### **NUR-150 Gender and Women's Health**

Evaluates the relationship between gender and health outcomes both in the United States as well as globally. Students will become aware of how gender as a social construct influences the health and wellbeing of women. Biological and social processes related to women's health and disease will be explored. Issues such as violence against women, female genital mutilation, infanticide, lack of access to health care and education, health literacy, LGBT and sexual subjugation will be discussed using a women's health lens. Fulfills general education requirement in gender studies. [ 3 credits ]

### **NUR-250 Nutrition for Wellness**

This three credit online course focuses on the basic principles of nutrition that will support nursing praxis and their application during the human life span in health and disease. Learners are offered the opportunity to explore the assumptions underlying nutrition for individuals of varying cultural backgrounds, stages of development, and across the wellness-illness continuum. The 14-week course will be offered in seven online modules. [3 credits]

### **NUR-300 Foundations of Caring Science**

Explores human caring science as a foundation of the discipline and profession of nursing. In this course RN-BSN students have the opportunity to reflect on lived practice experiences through multiple ways of knowing and examination of caring as a way of being. Implications for transformational practice, education, and research are addressed. [1 credit]

### **NUR-301 Holistic Health Assessment**

Introduces the student to knowledge and skills essential for holistic health assessment. The psychological, physical, environmental, social, spiritual and genetic components of a health assessment will be applied. The student will practice assessment and interviewing skills in a skills laboratory. The student will analyze both subjective and objective data and document findings in the appropriate format. This course has 2 components: theory (3 credits) and practice (1 credit). Junior level traditional undergraduate nursing students only. [4 credits]

### **NUR-301CL Holistic Health Assessment Lab**

Integrates [NUR-301](#) Holistic Health Assessment course content into clinical experiences in the Center for Caring with Technology.

### **NUR-302 Caring Approaches to Practice**

This three-credit course is designed to explore various aspects of professional nursing practice. Learning experiences will include caring ways of being present to our patients, peers, and families. Students will also engage in the exploration of practice standards, ethical ways of being, linkages between theory/practice, multiple ways of knowing, reflective practice, and current trends in nursing. Upon completion of the course, students will have had the opportunity to refine their abilities to communicate through scholarly writing and informative presentations. [3 credits]

### **NUR-303 Nursing Informatics**

Students are introduced to online computer applications used in nursing and health care. Students acquire technical skills needed for the application of patient care technologies and competency in information literacy, information management, and information management systems for the



purpose of safe, competent and quality patient care. Prerequisite: Junior level traditional undergraduate nursing students only. [2 credits]

### **NUR-304 Healthy Aging**

Explores the multiple dimensions of aging in America and in global societies. The course focuses on the foundations of healthy, successful aging based on national indicators, as well as the personal definitions and meanings of the older adult. Students will learn to support optimal promotion of health and wellness while exploring the care of who might also be experiencing illness, recovery or the end-of-life. The complex relationships among person-health-nursing environment will be examined in depth. Junior level traditional undergraduate nursing students only. [ 3 credits ]

### **NUR-305 Foundations of a Caring Profession**

Builds upon previous classes in social and physical sciences, humanities, as well as lived experiences that students bring to the discipline of nursing. In this course, students are introduced to the caring profession of nursing through exploration of philosophical underpinnings, contributions from nurse theorists, and concepts of health and healing. Students develop ways of thinking and knowing, ways of being in relationships with self and others, and appreciation of providing technological care, compassion, and comfort to persons, families and communities. Through thoughtful integration of theory and reflective lived practice, students deepen understanding of the meaning of caring necessary for compassionate presence and technological skill in the art and science of professional nursing. Students are invited to a call to care and to a life-long commitment to nursing scholarship. This course has two components: theory (3 credits) and practice (2 credits). Prerequisite: Junior level traditional undergraduate nursing students only. [5 credits]

### **NUR-305CL Foundations of a Caring Profession Clinical**

This clinical course is a component of [NUR-305](#) Foundations of a Caring Profession.

### **NUR-306 Writing for Professionals**

This course is designed for students to develop proficiency in information access and evaluation skills. The principles and techniques of scholarly writing along with other types of writing used by professional nurses will be introduced. Students will transform information into clear scholarly narratives. [ 1 credit ]

### **NUR-310 Pathopharmacology**

Combines pathophysiology, the study of altered health status, with pharmacology, the study of medications prescribed to prevent, cure or treat pathophysiological conditions. Major health problems will be highlighted with an emphasis on caring for persons across the lifespan and their individual needs. Major drug classes and prototypical drugs are presented with specific

application to nursing care within the nursing process. Junior level traditional undergraduate nursing students only. [4 credits]

### **NUR-311 Professional Nursing Care of the Adult I**

Focuses on the integration of caring for adults experiencing commonly occurring health concerns using competencies that are directed toward health promotion, disease prevention and maintenance/restoration of health. Applying specialized knowledge, communication skills and therapeutic interventions, nursing students will develop relationships with patients/families which will foster partnerships directed toward holistic care. Beginning relationships with the intra/interdisciplinary team will be developed. This course has 2 components: theory (2 credits) and practice (2 credits). Prerequisites: [NUR-301](#), [NUR-303](#), [NUR-305](#), and [NUR-310](#). Junior level traditional undergraduate nursing students only. [4 credits]

### **NUR-311CL Adult Health Clinical**

This clinical course is a component of [NUR-311](#) Professional Nursing Care of the Adult I.

### **NUR-314 Nursing Situations in Palliative Caring**

Grounded in caring science, this three-week online course focuses on promoting holistic patient and family assessment and nursing care in the context of chronic and life-limiting illness. The role of the nurse in communicating with the patient, family, and interdisciplinary team will frame an exploration of personal beliefs and practices that inform the provision of palliative care. The framework of *The Nursing Situation*, as well as the End of Life Nursing Education Consortium (ELNEC) curricular framework will guide examination of the practice of palliative care, including pain and symptom management, pharmacology and complementary alternative methodologies, ethical issues, communication, and cultural competency will all be explored. The practice of palliative care nursing, within the context of a variety of cultures and among vulnerable populations will be considered. [ 3 credits ]

### **NUR-315 Advocacy, Politics and Power**

This course prepares the student to critically evaluate the ethical, socioeconomic, political, legal, and power considerations influencing health care policy. An emphasis on professional values, advocacy, and political activism assists the student to become influencers in policy formation. Students will create an advocacy toolkit focused on a specific health policy, with the goal of exploring the role of the nurse in identifying, analyzing, and influencing policy at the local, state, federal and/or global levels. [3 credits]

### **NUR-319 Holistic Health Assessment and Nutrition Across the Lifespan for Professional Nurses**

This course introduces the student to knowledge and skills essential for holistic health assessment through a lens of caring science and an emphasis on social determinants of health.

The student will practice assessment and interviewing skills in the Center for Caring with Technology. The student will analyze both subjective and objective data and document findings in an appropriate format. Students will enhance their abilities to conduct a culturally sensitive assessment. Nutrition principles will be reviewed for populations across the lifespan. [ 5 credits ]

### **NUR-320 Honors: Caregiving at the End of Life**

Explores a variety of theories and methods for caregiving at the end of life, and is designed for both nursing and non-nursing students. The course will explore the medicalization of death, structural inequalities in access to medical care, palliative and hospice care for people facing terminal illness, and clinical dimensions of death and dying. Course will focus on contemplative practices that enable caregivers to care for themselves and provide effective support for patients and their loved ones. Course will introduce various religious and spiritual perspectives on dying, death, and the afterlife, and learn about rituals for grief and mourning. Fulfills general education requirement for 300-400 level religious studies. traditional undergraduate only. [ 3 credits ]

### **NUR-400 Information Systems for Caring Practice**

In this RN to BSN course, learners will explore the relationship between nurse and technology. Information systems used in nursing and healthcare and their application to patient safety and quality improvement through the lens of caring science will be introduced. Learners acquire technical skills needed for this application of patient care technologies and competency in information literacy, information management, and information management systems for safe, competent, and quality patient care. [3 credits]

### **NUR-408 Professional Nursing Care: Maternal and Newborn**

Focuses on holistic caring of childbearing families during pregnancy, labor and delivery, post-partum as well as care of the newborn. Students learn and apply evidence-based nursing theoretical concepts in the nursing care of women, newborns, and families in a variety of environments. The course builds upon courses in social and physical sciences, humanities and professional nursing care and provides opportunities for clinical ethical reflection. This course has two components: theory (2 credits) and practice (2 credits). Prerequisites: [NUR-304](#), [NUR-311](#), [NUR-307](#), [NUR-308](#). Senior level traditional undergraduate nursing students only. [ 4 credits ]

### **NUR-409 Professional Nursing Care of the Adult II**

Builds on concepts from [NUR-311](#) in caring for adults experiencing complex health concerns using competencies related to health, illness, dying and death. Nursing students will apply advanced levels of knowledge, communication and interventions as they support patients/families experiencing more severe alterations in health. Relationships with intra/interdisciplinary team members will be integrated into individual nursing practice. This

course has two components: theory (2 credits) and practice (2 credits). Prerequisites: [NUR-304](#), [NUR-311](#), [NUR-307](#), [NUR-308](#). [4 credits]

### **NUR-411 Healthy Aging for Professional Nurses**

In this course, students will explore healthy aging through the lens of caring science. The course will provide an examination of theories, trends, and research related to aging and nursing care of older adults, with an emphasis on health promotion and health disparities of aging. Students will be encouraged to become advocates for older adults within healthcare and the greater community, examining economic and policy implications that shape models of care. Students will gain knowledge that will better enable them to eliminate health disparities among older adults, and develop nursing care strategies that improve the care and health of older adults within the acute healthcare system, institutionalized settings, and in the community. The course will also prepare students to develop nursing care strategies that promote healthy aging for individuals throughout the lifespan. [3 credits]

### **NUR-412 Population Health Through a Caring Lens**

Grounded in caring science, this course focuses on promoting and protecting the health of the public using health promotion, risk reduction, and disease management and control strategies. Community assessment, epidemiologic, change, political action, and case-management frameworks are used to guide evidence-based nursing care delivery to persons, families, and populations in community settings. The role of social determinants of health will be explored; cultural competency, social justice, and advocacy will be discussed as strategies for the elimination of health disparities. [4 credits]

### **NUR-420 Nursing Research for Professional Nurses**

This course introduces learners to knowledge and skills essential for a consumer of nursing research. It examines use of the research process as a method to enhance scientific inquiry and to develop a knowledge base for nursing practice. Critical appraisal of both qualitative and quantitative methods in published nursing research is emphasized. Research on caring will be the central theme. [3 credits]

### **NUR-431 Community Health Nursing**

Focuses on and explores theory, concepts, and practices of community/public health nursing from a culturally sensitive perspective with an emphasis on vulnerable populations. Learners explore specific issues and societal concerns that affect public health, including healthcare needs of populations at risk. A reflection on nursing care of communities as social justice is explored. Using assigned service learning settings, learners will assess community health needs, plan health promotion and disease and injury prevention interventions through the application of selected behavioral change theories. This course has two components: Theory (3 credits) and practice (2 credits). Prerequisites: [NUR-417](#), [NUR-406](#), and [NUR-409](#). Senior level traditional undergraduate nursing students only. [ 5 credits ]

## **NUR-440 Caring Nursing Leadership for Professional Nurses**

This course integrates previously learned nursing knowledge and skills of caring and contemporary leadership and management theories and processes, enabling learners to define more clearly their roles as baccalaureate-prepared nurses. Learners analyze health care environment challenges of changes in focus to population health, economic realities, opportunities for continued professional development, and leadership/management challenges created by increasingly complex healthcare environments. Knowing one's-self, appreciating the diversity of the workplace and communities, caring for vulnerable and marginalized populations, and using caring science as a basis for leadership in nursing and healthcare are woven throughout the course. [3 credits]

## **NUR-450 Capstone Experience**

Building on previous learning in the curriculum and blending with leadership experiences, students will use the lens of caring science to analyze their current way of being with patients, colleagues, employers and the community at large. Being present in these relationships, students will use scholarship to investigate an area where relationships or processes could be improved with a focus on self-care, quality and/or safety. Each student will design a project that, if implemented, could improve praxis and advocate for change in the workplace. Using leadership skills, the student will determine the best way to communicate the proposed project. Reflective practice will be used throughout the course to focus on the program outcomes of presence, praxis, advocacy, scholarship, self-care, and leadership as it relates to their project. [2 credits]

## **NUR-461 Clinical Practicum**

This course engages students in a comprehensive clinical practice with patients in one of a variety of practice settings. Opportunities are provided for students to assume responsibility, in the context of theory-based, evidence-based reflective practice, for the holistic care of assigned patients in a select health care setting. With the guidance of a preceptor who is on staff in the facility, the student collaborates with all members of the health care team in the planning and care of her patients and transitions from nursing student to entry-level professional nurse. Practice settings include, but are not limited to, care of persons in emergency departments, medical-surgical units, homeless shelters, outpatient clinics, critical care units, and labor and delivery units. The focus of the practicum is on intentionally bringing together knowledge and understanding of pathophysiology, social justice, ways of being in care with persons, families and communities. A final, clinically-based culminating project is completed in the practicum setting and presented in symposium format at the end of the course. The student will complete intensive preparation for the National Council Licensing Exam (NCLEX) throughout the course. 6 credits: 30 theory hours and 180 clinical hours. Prerequisites: All 3rd semester clinical courses: Professional Nursing Care of the Adult II, Professional Nursing Care: Children and Families; Professional Nursing Care: Maternal Newborn. Co-requisites: Community Health; Caring Approaches in Nursing Leadership and Practice. [ 6 credits ]

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